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ABSTRACT

This study represents the combined efforts of three separate institutions (California Department of Education, the California Department of Corrections, and the California Advisory Council for Vocational Education and Technical Training) to obtain data for more responsible program planning. Research strategy was developed to elicit facilitating or inhibiting factors from a variety of sources: Literature on prison work or skill training; previous studies of California's institutional vocational training programs; and inmates, parolees, parole officers, employers, and institutional vocational training personnel. Chapters 1 through 4 of this report each set forth the knowledge and experience of a particular referent or group. To illustrate, the documentation for Chapter 3 was prepared from previous studies on, or related to, California's institutional vocational programs. Then views from these sources are summarized and commented upon in Chapter 5. Chapter 5 then provides the substance for the last chapter, (6) which describes a Vocational Education Model for Corrections and fifteen subproposals. References, additional reading or resources, and three appendixes (Inmate Survey Questionnaires; Parolee, Employer Parole Officer Questionnaire; Inventory-Program Planning Activities) are included. (HD)

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Report of Study
on Vocational Programs
in Selected
California Correctional Institutions for Male Felons

Grant No. 34-32102-C-4-34

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Verna Frey, Co-investigator
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June 30, 1975

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Foreword

Over the years, many educators and policy makers began to see in vocational education the opportunity to develop skills by which the individual could achieve economic independence. More recently, the potential for the vocational process to facilitate the individual's access to the world of work has been noted by other authorities. This potential is used as the antecedent for the proposals put forth by the authors of this report. Vocational education is depicted as a process whereby the individual can be socialized to occupational and social norms prevalent in the free community.

The relationship between vocational education and vocational training is another subject to which the authors attend. They contend that education for occupational competence is not training although there are aspects of training within the educational enterprise. Training is described as an activity that is limited to developing skills in a single trade or in a narrowly defined family of trades.

The information and insights in this document will prove to be a valuable source of ideas to those individuals who feel that vocational education can make a significant contribution to habilitation efforts.

Melvin L. Barlow, Professor
UCLA Graduate School of Education

PREFACE

This study of vocational training programs for male felons in California prisons had a unique beginning in that it represented the combined efforts of three separate institutions to arrive at a thorough understanding of a problem of mutual, but not always direct, concern. Participating institutions included the California Department of Education, the California Department of Corrections, and the California Advisory Council for Vocational Education and Technical Training. The decision by these institutions to initiate a joint study is instructive: It demonstrated a need to obtain data for more responsible program planning.

As part of the study, the research team conducted an interdisciplinary literature review of corrections in other states and other countries. Although not presented in its entirety in the body of this report, the information gleaned from the review of international literature can be beneficial to those responsible for carrying out the corrections process. This literature review was completed early in the study, and the result of the effort had an impact on the proposals found in the last chapter. For example, the research team was impressed by the success of the Canadian work-and-weekend furlough program, wherein the prisoner is released on his own recognizance. Another example of an enlightened attitude toward inmates is a law in West Germany which requires that inmates be paid for the work they do in the institution. These are examples of restructured vocational training which were implemented by administrators in other countries to provide innovative programs intended to restore a man's personal dignity. There are administrators in this country who are equally concerned about perfecting training-habilitation efforts. However, a number of concerned individuals continue to support institutional vocational training alone in the sincere, but mistaken, belief that if this training were expanded or improved, it would facilitate the offender's successful re-entry and legal participation in the free community.

The authors of the current study submit that the inherent structure of institutional vocational training does not adequately serve the needs of the whole man and consequently will have at best marginal success. An approach to optimize the individual's socialization to occupational and cultural norms is vocational education, as explicated in this Report. Pilot programs of vocational education are advocated as a productive way to reintroduce the inmate to legal self-sufficiency.

R.B.

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L.B.

1975

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EXECUTIVE SUMMARY

1. THE CALIFORNIA CORRECTIONAL INSTITUTIONS ARE PROVIDING SKILL DEVELOPMENT IN PARTICULAR TRAINING AREAS. THIS VOCATIONAL TRAINING IS PARTIALLY SATISFACTORY TO SOME OF THE PARTICIPANTS.
2. THE FINDINGS OF CURRENT RESEARCH DO NOT SUBSTANTIATE THE USEFULNESS OF VOCATIONAL TRAINING ON A LARGE-SCALE BASIS FOR REHABILITATION PURPOSES.
3. THERE IS A NEED FOR A MORE ADVANCED APPROACH TO OCCUPATIONAL PREPARATION AND SOCIALIZATION. THEREFORE, A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM IS PROPOSED.
4. A VOCATIONAL EDUCATION MODEL SHOULD BE PILOT TESTED TO DETERMINE ITS APPLICABILITY, EFFECTIVENESS, AND TRANSPORTABILITY.

INTRODUCTION

Three agencies cooperated in the initiation of this study. The California Advisory Council for Vocational Education and Technical Training acted as the catalyst that effected this cooperation. As a result, the California Department of Corrections, (CDC), was granted funds by Vocational Education Research, California State Department of Education, to study aspects of the institutional vocational training program.

The staff of the Educational Services of CDC was concerned about the high rate of inmate termination from vocational courses and the low rate of parolee placement in the trades (or related trades) for which they had received institutional training. While termination rates were determined by examination of in-house documents, placement rates were presented as findings from Research Report No. 40, by Dickover et al. and the yearly Vocational Evaluation Reports from CDC.

Consequently, the staff of Educational Services wanted to document the facilitation and inhibiting factors that might influence the termination rates and/or the placement rates. Thus, the identification of factors became the parameter for this study. Further, based on the findings, changes in, and new activities for, the institutional vocational delivery system were to be set forth. In substance, the present study typified policy research as that designed and presented as a guide to social action.

Accordingly, research strategy was developed to elicit facilitating or inhibiting factors from a variety of sources: literature on prison work or skill training; previous studies of California's institutional vocational training programs; and inmates, parolees, parole officers, employers, and institutional vocational training personnel. These diversified sources represented a cross section of views on corrections that have been formulated, and in some cases tested, over an extended period of time. If from the process of testing and examining these views, common points emerged, then there would be a sound basis for preparing proposals.

Chapters I through IV of this report each set forth the knowledge and experience of a particular referent or group. To illustrate, the documentation for Chapter III was prepared from previous studies on or related to California's institutional vocational programs. Then views from these sources were summarized and commented upon in Chapter V. In turn, this chapter (V) provided the substance for the last chapter: a Vocational Education Model for Corrections and fifteen subproposals.

CHAPTER I

THE HISTORY OF WORK AND VOCATIONAL PREPARATION IN PRISONS

This chapter describes the history of work and training in prisons. Such a historical perspective is important in order to understand the context within which most present day vocational training programs operate.

While hard work historically has been a major form of punishment in prisons, today's work configuration is the latest of three philosophical phases. During the first (1790-1823), hard work meant punitive labor, such as breaking rocks and carrying cannon balls; the second (1824-1934), was dominated by industries, which made use of prisoner labor primarily as a way of ensuring self-supporting prisons. With the passage of federal legislation restricting the sale of prison-made goods, however, the use of hard work to "reform" inmates was drastically curtailed. The end to prison productivity signaled the beginning of the third phase (1935 to the present), the period of vocational training. Today, vocational training and remedial education, as twin programs, form the bulk of efforts to reform criminals via education.

In order to obtain a clearer understanding of today's prisons and past habilitative strategies and vocational activities, the following discussion will examine: 1) urbanization and the ensuing establishment of prisons, 2) the self-contained social system of the prison, 3) the rise and decline of prison industries, 4) vocational training programs, and 5) the current general status of vocational training.

RELATIONSHIP OF URBANIZATION TO THE ESTABLISHMENT OF PRISONS

Within the past five hundred years western civilization has become, by and large, an urban culture as the farm has been replaced by the factory. The movement of western civilization's population from the countryside into cities that were totally unprepared for this sudden influx nurtured many of the social problems of that day. Overcrowding, inadequate housing, a complete absence of sewage systems, and insufficient lighting were generally the rule, not the exception, in the cities of the eighteenth and nineteenth centuries. The Industrial Revolution, with its tremendous advances, did not immediately improve these conditions. An accelerated movement of people to the cities came during the nineteenth century as a result of industrialization, when the economies of the western nations shifted away from an agrarian, self-sufficient base, to a system of mass production and trade as the means to provide the products and services for their populations. This urbanization brought with it many other conditions; with the sudden flood of humanity into the cities came a corresponding rise in crime that has continued to this day. According to C. Ray Jeffrey (Davis and Jeffrey, 1962: 273), "The criminal law developed as a means of meeting the social problems created by urbanization." Consequently, prisons became an expedient way to control persons engaged in antisocial activity.

THE PRISON: A SELF-CONTAINED SOCIAL SYSTEM

Our society, through the criminal justice system, has selected a policy of retribution as the way to deal with those convicted of a crime. Convicts are described in the corrections literature as "public offenders," thus defining them as a separate class of people and divorcing them from society. Because prisons are the institutions that society uses to separate and, perchance, habilitate its members who bear the label "public offenders," then what takes place inside a prison should serve society in potentially beneficial ways. Unfortunately, practice belies the assumption; while programs inside prisons have been changed many times throughout the years, the daily prison routine has generally remained the same: regimentation, surveillance, and strict dicipline.

Though the demoralizing atmosphere that pervades the prison system has been graphically depicted on the written page and on the screen, the public seems relatively unmoved by these disclosures; consequently, the prevailing atmosphere of most prisons remains unchanged. According to Goldfarb and Singer (1973), psychiatrists have said that life inside prison actually breeds hostility, and there are all too many stories of infliction of senseless brutality on inmates. Others, such as Herman Badillo and Milton Haynes (1972), describe prisons as grotesque, self-contained communities. Prison argot reflects this grotesqueness only too well, for instance, "screws" (guards), "gorillas" (violence-prone inmates), "do-rights" (ungrouped prisoners), and "dings" (psychiatrically disturbed inmates, who account for 20% of all classified prisoners) (Cressey, in Ohlin, 1974: 136).

Within the informal social organization of the prison population abides a caste system that provides favors, threatens challengers, and uses all manner of manipulative devices to maintain dominance. The resulting conformation is yet another demoralizing element of the self-contained social system. That this self-contained situation causes serious adjustment problems has been effectively summarized:

> ...stressed by the conception of the prison as a community is the relative deprivation of satisfactions and resources and the loss of status that inmates held in the outside community. These deprivations make for a process of deculturation in terms of ability to function according to the expectations of the free community (Kassebaum et al., 1971: 301-302).

THE RISE AND DECLINE OF PRISON INDUSTRIES

Life inside penal institutions has posed problems to the keepers of convicts ever since "imprisonment at hard labor be substituted for hanging and flogging" was written into the state constitution of Pennsylvania in 1776. A continual state of busyness has been relied upon to regenerate prisoners, at least rhetorically; in most instances, this busyness has served to justify both slave labor and meaningless work on the part of the inmates.

In the earliest prisons, work was not required of inmates; instead, they were placed in solitary confinement to reflect upon the error of their ways. With the advent of the Auburn System between 1821 and 1824, all of this changed. Inmates were contracted to local merchants to produce goods which were then sold on the open market. The state actually profited from this because the income helped defray prison expenses. Naturally, prisons across the country quickly adopted the contract system, also called the "public account system."

Rationale for Prison Industries

The rationale for prison industries gives an insight into the role of prisons as perceived by society. Prison industries were seen as a legitimate habilitation method. The assumption was that forced work would instill in each inmate the prized habit of the work ethic; unfortunately, the conditions and practices of prison labor were antithetical to the habilitation goal of developing positive work habits and feelings about work and working.

Decline of Prison Industries

Although the United States Congress passed the Hawes-Cooper Act, in 1929 that curtailed the production of prison products, this did not close the industries; they continue today in federal and some state institutions. In 1964, for example, federal prisons sold $40 million worth of goods. The situation is different for state prisons. While in 1932 state prison industries employed 77,000 prisoners and produced goods valued in excess of $71 million, by 1934 most of these industries had been completely eliminated.

State prison industries were allowed to exist past the 1929 signing of the Hawes-Cooper Act by a five-year phasing out provision, in order to ease the transition to other activities for prisoners. In some situations, however, prison industries in state institutions still exist--at times in competition with other forms of habilitation. Prison-made goods currently are sold to State or governmental subdivisions (National Advisory Commission on Criminal Justice Standards and Goals, 1973: 583).

Rationale for Prison Maintenance

Prisoners have also been used to perform maintenance work in the institutions. Though washing floors and windows, gardening, working in the laundry and the cafeteria all give prisoners something to do, there has been no evidence that these activities are an appropriate way to prepare men for their return to the community. What these activities seem to do is to reinforce the prisoner's negative self-image while, at the same time, reducing prison maintenance costs.

Summary

The treatment of convicted criminals in the past has been a mixture of punishment and reward, with habilitation and regeneration as ideals rarely translated into changes in the prison social system. While today one can look back on a history of consistent degradation, each modification in the prison structure was considered potentially progressive in terms of methods used. Prison industries and prison maintenance might be able to play a contributory role in habilitation; however, the level of contribution depends on intention, organization, and institutional design, including access to additional services in the form of vocational education and training.

VOCATIONAL TRAINING PROGRAMS

While prison industries have been partially phased out, the need for development of good work habits and job skills among inmates in anticipation of release has remained as a goal of the system. This goal has been operationalized in the form of vocational training, which began as the result of a new reform movement in the corrections field starting about 1935.

Historically, reform movements dealing with prison conditions have redefined the role of prisons. The system used in colonial Pennsylvania was motivated by Quaker reformers who saw solitary confinement as the most redemptive environment for self-improvement. The Auburn system, which was the harbinger of the institutional architecture that is so familiar today, began as a humane reaction to the mental deterioration most inmates of the Pennsylvania system experienced. Most recently, vocational training was integrated into the educational movement intended to facilitate the reformation of prisoners. Thus far, the implementation of vocational training in prisons is but a small part of the broader context of attempted prison reform. It has the distinction of representing, in the most tangible form, the shift away from subjugation and exploitation of prisoners, a movement toward their socialization and reformation.

The General Status of Vocational Training Programs

A study by Daniel Glaser revealed that "the ex-prisoner's primary barrier to employment is not his criminal record so frequently as it is his lack of extensive or skilled work experience" (Glaser, 1964: 361). Much of the difficulty, according to Glaser and like authorities, in obtaining quality experience while within the institution is due to the discrepancy between prison vocational training facilities and actual job conditions. Equipment and teaching methods are too often outdated. In some instances the inmate has learned a trade that is inapplicable to the economic opportunities present in the community to which he is paroled or released. Goldfarb and Singer (1973: 627) report:

> ...Recently a New York judge, on questioning a fugitive about his failure to rehabilitate himself during his imprisonment in New York's Green Haven Prison, asked whether he had been taught a trade. The defendant replied: "I was learning textile weaving, but there isn't a textile mill in the state of New York, Your Honor."

Although prison vocational training has existed since the 1930s, most programs are less than fifteen years old. As the result of funding provided through the passage of manpower legislation (MDTA) in 1962 and 1965, prisons began instituting experimental programs in vocational training. Prior to this legislation, most of the classes offered in prisons were more representative of prison maintenance, e.g., printing, laundry, and baking.

A review of some training programs however, continues to illustrate certain inadequacies in achieving the extensive and skilled work experience that Glaser found to be necessary to enhance the chances of success in the community once out of prison.

Most present day vocational training courses are offered in the following areas: the building trades--including carpentry, electricity, plumbing and heating, and masonry; the industrial trades--including auto mechanics and auto/

fender and body repair, machine shop, welding, and sheet metal; and the service trades--including baking, barbering, food service, laundering, radio and television repair, shoe and clothing repair, and general maintenance. In addition, courses in vocational nursing, landscape gardening, printing, and computer keypunch and programming are found in some institutions (Roberts, 1971: 105). Manpower needs in many of these areas, such as the building trades, are already heavily filled; most unions have long waiting lists for apprentices. Aside from that, the purposes of many of the service trade classes are actually for prison maintenance (shoe repair, baking, and laundry).

The results of these courses have been less than conclusive. Even with careful selection of project participants in order to produce the most favorable results, many vocational training programs under MDTA have not improved the recidivism level or increased the incidence of employment procurement. For example, in the Rikers Island project in New York, one of the first MDTA programs in prisons, only 29% of those given IBM training were hired for work even remotely connected with the computer industry, and 18% for some form of actual computer work (Taggart, 1972: 43).

While some MDTA projects included followup with institutional parole boards, many did not, thus creating a situation "where trainees, after completing the program, had to remain idle or accept prison jobs unrelated to their training skills" (ABT Associates, 1971: 148).

A study by George Pownall (1969: 12-13) aptly summarizes the vocational dilemma faced by inmates who have taken vocational training classes:

> Those who gained professional or technical skills in the training programs were most likely to have successful post-release employment and full-time employment...

On the other hand,

> ...over half of those releasees who allegedly received vocational training were employed at unskilled or semi-skilled jobs upon release.

There are a number of factors which influence the lack of effectiveness of both vocational training and basic education programs in prisons. One consideration is the fact that most inmates have painful memories of earlier encounters with the educational process. Further, vocational training and basic education have not received the necessary support, financially or institutionally, to make these programs vital. In the entire corrections field, 0.5% of all criminal justice expenditures go to habilitation programs of any kind, while within prisons only 20% of the funds are spent on all habilitation efforts combined (Boetin, 1972: 176). And when funds are available, as in the case of MDTA projects:

> ...evidence suggested that in many cases the prison staffs conducted "business as usual" with MDTA funds. Rather than initiating innovative courses and fully integrating services into a comprehensive strategy of rehabilitation, they tended to use standard procedures and to merely graft the MDTA program onto ongoing efforts (Taggart, 1972: 48).

Finally, as noted by Dickover and others, skill development alone is not the answer.

> The problems in the training itself lie in providing the kinds of socializing experiences that develop the motivations and values in inmates that are conducive to getting involved in vocational training, planning for its use in the community, and actually using it in the community (Dickover et al., 1971: 54-55).

COMMENT

There have been, as described, a variety of "work"-oriented activities whereby the convict could certify that he was ready to be returned to society. These activities--from hard labor to the early attempts at vocational training--

have not, by and large, been successful in preparing inmates to obtain economic gratification legally after leaving prison.

A conclusion that can be drawn from this data is that skill development alone is insufficient. Concomitant with the preparation of vocational skills, there needs to be the development of basic skills (e.g., reading, social skills), citizenship, and economic skills (e.g., a broad understanding of the occupation, role of the union, and social security). Until all aspects of the individual--economic and social man--are considered there is no reason to believe that skill training alone will serve him adequately.

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CHAPTER II

REVIEW OF LITERATURE ON CURRENT VOCATIONAL TRAINING PROGRAMS

The purpose of this review was to ascertain the state-of-the-art of vocational training programs designed to meet the needs of persons institutionalized in correctional facilities. More precisely, the literature was reviewed in order to identify successful vocational training programs. "Successful" was defined in terms of (a) the achievement of goals or (b) the completion of a process that resulted in positive behavioral change(s) for a significant number of participants.

Two criteria were established as part of the literature review. First, only those programs that had documented by hard evidence the results of their current activities (in terms of a/b above) were to be reported. Second, all program descriptions considered in this review had to have (1) a clear description of selected prison vocational training program activities, (2) a clear description of how these activities were currently implemented, and (3) a concise narration of positive and negative results--again supported by evaluation data.

Searches for relevant literature on institutional vocational training programs were conducted through the Educational Resources Information Center's system, the National Criminal Justice Reference Service, University Microfilms for dissertation abstracts, and the First National Sourcebook: A Guide to Correctional Vocational Training (produced by Far West Laboratory for Educational Research and Development, San Francisco, California).

Over 186 citations were obtained. After an initial screening of these citations, a list of 68 documents which tentatively satisfied the aforesaid criteria was prepared. These documents were carefully reviewed in order to identify descriptions of successful programs and supporting research.

The outcome of this endeavor is narrated on the following pages. Unfortunately, only three program descriptions, out of the 68, contained sufficient information to justify their being reported herein. These programs were Programmed Activities for Correctional Education (PACE), the project at the Federal Correctional Institution at Sandstone, and the Ex-Offenders Employment Project.

(During this part of the study, staff of the American Vocational Association also were conducting a search of institutional vocational programs which were adequately documented. According to staff personnel, they were not--at that time--able to identify programs that were operating and whose efforts were fully documented.)

THE PACE PROGRAM

Programmed Activities for Correctional Education (PACE) began in February of 1970 at the Cook County Jail in Chicago (Marshal, January 1971: 20-75).

PACE studies were individual so that students could move on their own from different starting points. Inmates were tested when they entered the jail, then individual study programs were arranged. For advanced training, PACE students turned to facilities outside jail walls. Students could become regular MDTA trainees but, if all slots were filled when they were ready, they could step into one of the 40 special slots which the state employment service had set aside for PACE. They could take such training immediately after release from prison or, if permitted by the court, on study release while they were still serving time. Men on study release could leave the jail daily to attend outside training. They received $15 a week for lunch and carfare and $5 a week for "gate money" that was put aside until they left the prison.

An employment service counselor was assigned to the PACE staff to develop job opportunities with Chicago employers and to help match men to the jobs.

Assessment of the Program

In its first eight months, 39 PACE students were released from jail. Normally, about 75 percent would be expected to return, most of them within two months after release. But 20 PACE graduates went on to vocational school, one went to college, ten were employed, seven were unemployed, and only one returned to jail.

FEDERAL CORRECTIONAL INSTITUTION AT SANDSTONE, MINNESOTA

Before MDTA training came to Sandstone in 1969, the prison had only one full-time vocational training program, a six-month welding course which took in 60 inmates a year and had a waiting list three pages long. Other job-related activities outside the MDTA program included 35 men in on-the-job training as boiler-firemen, electricians, or cooks and 30 inmates who were assigned fulltime to the education department as students or paraprofessionals. Federal prison industries, a printing plant and glove factory, employed 120 men, and 60 others were in food service (Marshall, January 1971: 20-25).

Pine City Area Vocational-Technical School, 25 miles from the prison, became the contractor for a MDTA program to expand vocational training. The school received a grant of $175,000 to train 115 Sandstone inmates as production machine operators, carpenters, heavy equipment operators, small engine repairmen, and construction electricians. The prison provided ten hours a week of basic education and related instruction. Counseling, job development, and placement were handled by a Minnesota State Employment Service employee stationed at the prison. Prison education supervisors favored use of community facilities when possible because a program in the institution, no matter how good, was still considered a prison program. However, only one of the courses, production machine operator, was taught at the community school; it was taught at night. The small engine repair, heavy equipment, and construction electrician classes were held at the prison. Special quarters were rented for the carpentry class in Hinkley, a nearby small town.

Other kinds of innovation were attempted. Ten inmates were placed in regular day classes at the Pine City public school. As it turned out both students and school had a learning experience. Intermingling regular students and inmates seemed to work well, according to observers, in the three classes where it was tried, but some local citizens went to the school board with strenuous objections. They also disliked prisoners using the school at night when regular students were still there for extracurricular activities. After graduation of the day students and the production machine operator class, officials discontinued use of the school by inmates. The program experienced many other difficulties which resulted in reorientation of the vocational activities.

Assessment of the Program

Approximately 50 Sandstone MDTA trainees were released or placed on parole. Most trainees were employed; one was starting college. Three were back in jail. Prison officials said that men going out on parole were subject to great pressures to make it from the men they left behind, because they wanted to make the program work.

EX-OFFENDERS EMPLOYMENT PROJECT

The Illinois Ex-Offenders Employment Project was basically a job placement program for prisoners sponsored by the Joliet East Junior Chamber of Commerce (Jaycees), a chapter inside Joliet prison composed entirely of inmates (Marshall, March 1972: 15-19). This Junior Chamber of Commerce chapter lacked the mobility of their colleagues on the outside but with the help of prison authorities, they overcame this crucial handicap. They did their job finding through links with Jaycee chapters throughout the state which were composed mostly of young business and professional men who had good contacts with employers. The prison made this possible by giving the program permission to send and receive mail and to make and receive telephone calls.

About six months before a prisoner was paroled he received a program application form from the prison's clinical services department. If he wanted the Jaycee's help in finding a job he filled out a two-page application and sent it through the prison mail service to inmate coordinators for the project. The application asked for all relevant information about the inmate's background that bore on placing him in a suitable job. Specifically excluded from the application were references to race, religion, or the nature of his offense. The prisoner was asked about his education and training, including prison vocational training. Such vocational training was important because for many prisoners it represented the only vocational preparation or skill they possessed. The application also asked the prisoner about his job preferences, work experience, hopes for the future, salary requirments, need for help in finding housing, and desire for further education. Jaycee chapters throughout the state had appointed coordinators to work with the project. After a check to make sure the application was completed properly it was mailed to the coordinator in the area where the convict wanted to settle when he was released. Along with the application went a medical report describing the offender's present physical condition and, when possible, a vocational evaluation made by the prison's staff employment counselor.

The Jaycee coordinator, a volunteer who had to do this work in his spare time, contacted friends and acquaintances among employer groups for a job for the offender. Information about the man's criminal background was made available to the coordinator on a confidential basis in case a prospective employer asked, but this information was not divulged unless the employer specifically asked for it. The six-month lead time gave the Jaycees ample opportunity to place a man and make sure he had housing before his parole came up. Without these two items chances for parole were slim.

If the coordinator failed to come through with a job, the case was turned over to another Jaycee in the same area. The Jaycees were aided in their job finding efforts by a directory listing Illinois employers who had indicated an interest in helping. Sometimes an employer wanted to see a man before hiring him. Illinois had recently passed a work furlough law permitting a convict to go out on a job interview. Prior to this law the inmate had to pay all the expenses plus those of a guard to accompany him, which made it impossible for most inmates to afford the trip. The law changed this; inmates no longer had to pay these expenses.

The essence of the ex-offender employment project appeared to be the relationship established between two people: the parolee and the Jaycee coordinator. Another person to person contact program, which received national recognition, had as a fundamental component a cooperative work experience arrangement for juveniles. Cooperative work experience can be described as an arrangement whereby a student works, as part of his education, in a business situation on a paid basis. Thus, the substance of this program relied heavily on people contact. That is, the student was made aware of the prevalent forms of conduct and attitudes of not only fellow workers but also of clients or customers with whom the student had continuous contact. This continuous contact provided an opportunity for the student to establish positive relationships while re-examining his values and career plans (Dolnick, 1972: 1).

Assessment of the Program

Nine months after implementing the ex-offender program, 622 applications had been placed with coordinators: 287 inmates were paroled to jobs, 111 were conditionally released 51 were placed on work release, transferred, or discharged. Six inmates withdrew and 167 applications were left pending. Of the 287 ex-offenders paroled to jobs, only 6 returned to prison. Out of a similar group of 244 men released under normal conditions at the same time and not in the program, 82 were returned to prison either for parole violations or new offenses. The project, apparently, changed the odds for men leaving prison in two important ways. First, it involved an important part of the community--the business community--which was not previously involved, and it reduced having to rely on temporary low-paying jobs for inmates seeking parole. The Jaycees arranged for permanent jobs for ex-inmates as barbers, salesmen, cement finishers, meatcutters, construction craftsmen, automobile mechanics, truck drivers, and welders.

CRITIQUE OF THE PROGRAMS REVIEWED

The large amount of money used in the evaluation of vocational training programs designed for correctional populations presents a disturbing contrast to the anemic amount of conclusive and reliable information provided in this review. Although some of the evaluation data (on placement) available may be useful as management information, much of what has been collected by program administrators cannot be used to accurately estimate the impact of the training programs on the inmate population.

An appropriate control group is essential if the impact of the training is to be isolated and distinguished from the influence of other factors. Among the most glaring deficiencies in the vocational training programs reviewed for this study are the lack of control groups and the short time spans for observing effects of programming on the target population. On many occasions program evaluation was conducted without a control group. When a control group was included in the evaluation design, it was almost never established at the time the prisoners entered the training program. Generally, evaluators were called in after training had occurred and were confronted with the almost impossible task of constructing a control group with pretraining characteristics and experiences similar to those exposed to the training

It was noted that trainee observation periods rarely involved more than a year and generally less. Such periods of trainee observation for the purpose of evaluation are usually too brief to determine program benefits or whether these benefits remain stable, increase, or decrease over longer periods of time. Most evaluators of programs with short observation periods were forced to base their estimates of program success on placement data: what inmates were doing soon after release--their length of employment, earnings, and the number who returned to prison. Although tracking trainees and a control group over extended periods of time is an expensive process it is probably no more expensive and certainly is more useful than present methods of assessing the value of prison vocational training programs.

In addition to determining the benefits to inmates of vocational programming, the planning for and implementing of program components can be studied.

Within the review, the following accepted components of vocational program design and implementation were observed:

Individuals differ markedly in their ability to learn. The application of this concept is demonstrated in the Programmed Activities for Correctional Education (PACE) program, where studies were individualized so that trainees could achieve at their own speeds from different starting points. Tests of intelligence and achievement have long indicated that individuals differ in their rate and retention of learning. People vary considerably in how readily they learn abstract concepts or how they function in social situations. Learning should provide the means by which trainees can push themselves to their highest level of attainment. Therefore, learning standards should be individualized in such a manner that a higher level of achievement is required from the most capable trainee and a lower level of achievement required from the least capable.

Learning takes place only when a person is not threatened. Fear is something like the antithesis of rational thought. Few people can think clearly when they are threatened either by physical harm, disease, or by inner fears that tend to disorganize their personality. Many prisoners are fearful about their future acceptance in society, and these fears could possibly be allayed by evidence of community support. In the Ex-Offenders Employment Project, information concerning a prisoner's background was made available to Jaycee coordinators on a confidential basis and was divulged only if requested by a prospective employer. This principle tends to regard each prisoner as worthy of optimum development. Further, the opportunity to establish continuous personal contact appears to provide a supportive element--the importance of which is yet to be determined.

The learning environment should provide for continuity of experiences. Many people believe that continuity can be provided trainees only if the instructor builds on what has already been learned. An example of such advanced training is Programmed Activities for Correctional Education (PACE) where trainees attended learning facilities outside the prison. They had the option of becoming regular MDTA trainees or they could enter into one of 40 special slots available to them through the State Employment Service. They could take such training immediately after release from prison or, if permitted by the courts, engage in study release while still serving time in prison. To be valuable learning experiences need to be sequential, not merely repetitive.

The instructional practices and instructor-trainee relationships should permit and encourage the use of a wide variety of human and material resources from within the prison and the community. Flexibility in the prison administrative and instructional practices should give prisoners ready access to prison laboratories, instructional materials, research and reference materials, teaching machines, reading equipment and other mechanical aids to learning. Likewise, the instructional practices which are employed should make it possible to bring community resources into the prison when these resources can contribute to the learning situation. The community efforts on behalf of the PACE project illustrated this principle. The use of the State Employment Bureau of Apprenticeship and Training for advisory purposes to the inmate training programs at the federal correctional institution at Sandstone, Minnesota, is another important of prison-community relationships. A heavy concentration of community involvement was also noted in the efforts of the Joliet East Junior Chamber of Commerce's Illinois Ex-Offenders Employment Project.

The administration and organization of a prison should be sufficiently flexible so that a variety of learning activities may be carried on within the prison and in the community. An example of the use of this principle was noted in the vocational institution at Sandstone, Minnesota. The Pine City Area Vocational-Technical School, located 25 miles from the prison, was contracted to vocationally train 115 Sandstone inmates while the prison provided basic education and related instruction. Counseling, job development, and placement were handled by a Minnesota State Employment Service employee stationed at the prison.

An effective placement and follow-up service for prisoners leaving the institution should be a part of a comprehensive prison guidance program. In several of the vocational training programs reviewed, the counseling and guidance programs utilized counseling resources within the community and the prison. In particular, the federal correctional facility at Sandstone, Minnesota, utilized a State Employment Service specialist to assist prison counselors and teachers with planning and carrying out guidance activities and with guidance problems that required special skill and background.

CONCLUSION

As noted in Chapter I, vocational training has not been able to fulfill the expectations for habilitation efforts. If vocational training is defined as that activity by which an individual develops job skills for an occupation or a family of occupations, then based on current evidence such training apparently has to be restructured to more effectively prepare inmates for return to the community. The more restructuring of the curriculum, methods of teaching, and location for vocational experiences that occurs, the more the programs begin to take on the characteristics of vocational education--a social approach to career and manpower development.

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CHAPTER III

STUDIES AND REPORTS ON CORRECTIONS IN CALIFORNIA

An examination of the recommendations and findings of selected studies and reports on the California correctional system for the past seven or eight years was conducted for the purpose of screening out what other researchers have found to be possible facilitating or inhibiting factors to the success or failure of habilitation programs in prisons. For the purposes of the present survey, the object was to ferret out positive and negative factors that may have, over the years, affected inmate participation in, and profit from, vocational training received while imprisoned.

Below is the result of this effort to select pertinent factors from these studies and reports specifically related to inmates, prison institutions, parolees, employers/employment, and community/society, as these variables impinge upon the success or failure of vocational programming in prisons in California.

Source: THE ORGANIZATION OF STATE CORRECTIONAL SERVICES IN THE CONTROL AND TREATMENT OF CRIME AND DELINQUENCY. State of California Youth and Adult Corrections Agency, May 10, 1967.

The fact that correctional and other institutions are necessary in specialized cases but can never replace the community and family in the life of an individual is emphasized in this report. Ironically, though the ultimate goal of certain institutions is restoration of physical, mental or social health to their patients, wards, or inmates, often, by adjusting to institutional life the confinee is spoiled for successful readjustment to community and family living. The probability that a prison inmate will become a recidivst generally increases with additional exposure to criminal activity, which is at its height within the correctional setting.

This report on the system lists three critical educational needs of inmates: a) the need for additional skilled counselors, b) the need for more diversified vocational training, and c) the provision of so-called life preparation--or "bridging the cultural chasm."

Provisions of these educational needs is complicated by the fact that the Department of Corrections increasingly receives the failures or rejects of locally based correctional services. The state must attempt to care for and rehabilitate the hardened or difficult cases. (Someone has said that perhaps the achievement of a 30 to 40 percent cure rate is all that should be expected, under the circumstances.)

Another part of the corrections problem is the result of "jurisdictional and bureaucratic provincialism" that nurtures governmental structures at the state and local levels that encourage the supposition that their chief priority is maintaining the status quo. This ineffective management tends to preclude basing any decisions to continue or change existing programs and procedures on objective outcomes. Correctional organizations often act with undue restraint rather than flexibility when dealing with critical new problems or conditions as they materialize. The inmate, then, is affected by the self-serving aspects of institutional operations which opt for maintaining a stable environment. He, too often, is programmed into the role of a fixture--the institution tends to keep him longer if he renders a useful service to the institution or if releasing him would require the loss of personnel or operational budget resources.

To provide greater organizational flexibility in response to critical new problems or conditions, the authors contend, as well as recommend, that state correctional institutions should be located near or in metropolitan areas. Such locations would be less expensive to operate (in terms of transportation of prisoners, personnel, and supplies) and would make implementation of appropriate programs such as work furloughs, day parole, and vocational training, more feasible by utilizing community interests and resources in conjunction with institutional programs.

Source: AN ECONOMIC ANALYSIS OF PRISON VOCATIONAL TRAINING. Gilbert James McKee, Jr., Ph.D. Dissertation, Claremont Graduate School, 1971.

Among the problems inherent in prison vocational training are the following: Too many inmates who participate in training do so to impress the Adult Authority, but have little intention of developing fully or using a skill. The tendency is for students from economically disadvantaged groups to return to occasional employment because they lack long-range plans for their lives.

Some training programs are sufficiently well equipped and staffed to upgrade or teach useable skills, but insufficient inmate motivation to take advantage of the training has presented problems. Unfortunately, the equipment used in most training programs is operated until it is irreparable or obsolete.

According to the findings of this study, the trades that produce the highest incomes are trades which are general in nature. Furthermore, statistical evidence seems to show that training should be provided as close as possible to the time of the inmates' parole or discharge, or else the institutions should provide the opportunity to reinforce or refresh the skill before the inmates leave.

Evidence exists that the Department of Corrections provides minimal placement services for parolees, and that parole agents expend too much time and effort trying to place the untrained parolee until the skilled parolee has little alternative but to fend for himself in the job market.

This study also established that more training hours are related to higher incomes, and that prior work history before incarceration and self-motivation are the best guarantees for successful training and employment following release.

Source: COORDINATED CALIFORNIA CORRECTIONS: FIELD SERVICES. Correctional System Study, Board of Corrections, Human Relations Agency, July, 1971.

The thesis of this study is that correctional services can best be provided and trainees most successfully assimilated into community living if the services are community based.

The study lists essential ingredients for adequate field services. These include comprehensive and specific planning (goals and policies), adequate trained manpower, total cooperation of key social institutions (family, schools, etc.), employment opportunities for ex-offenders, on-going research to determine the most effective classification procedures for diverse parolees or probationers, public education to achieve integration of ex-offenders into society, improved administrative structure and practices, staff development through training, expanded and improved mental health services, and more flexible statutory options on granting probation.

Reintegration efforts are generally more successful if, while the institution is preparing the inmate for his return to society, someone, preferably the parole officer, is concurrently working with the inmate's family to prepare them to receive and help them.

Another aid in reintegration is job placement. When ex-offenders (1,296 adults) were interviewed and asked how significant a job was in keeping them straight, 69 percent stated it helped a lot, and an additional 14 percent said a job helped "some."

The most fundamental requisite to successful reintegration efforts, however, is the parolee's desire to, and faith that he can, succeed. The interim immediately following release from prison is the most crucial for the ex-offender in terms of recidivism. He has not yet settled back in and begun to earn the money he so desperately needs. Ex-offenders who were interviewed expressed their dire need for the basic necessities of life (food, housing, clothing, and transportation) upon release.

Contrary to the belief of some, parole officer case-load size is not the sole factor in determining the success or failure of parole. Equally responsible is the quality and nature of the treatment programs and their relevance to an individual inmate. Key factors in a program's effectiveness are differential and individualized treatment of a client.

Source: COORDINATED CALIFORNIA CORRECTIONS: INSTITUTIONS. Correctional Systems Study, Board of Corrections, Human Relations Agency, July, 1971

Records reveal that a large number of prison consignees are those persons who are school dropouts, and severely deficient in both specific and general training. Classification procedures, therefore, must be as sensitive and discriminating as treatment and custodial programs are diversified; yet, the Classification Committee often spends no more than ten or fifteen minutes per year on the average inmate in its institution. Tragically, the size of California institutions makes it difficult for the staff to really know inmates personally and often the inmate is not consulted on decisions that affect him the most. This lack of involvement in personal decision-making matters has the effect of teaching an inmate how not to work and live responsibly.

Counseling in California prisons is primarily concerned with problems internal to the institution and is more extensive than intensive. In other words, most counseling is largely irrelevant to situations in the outside world because of the focus on resolutions of grievances among inmates and staff.

Less time should be spent by the counselors on preparing reports for the Adult Authority and more time allotted to the counseling of inmates. The reports tend to be the only part of the counselor's performance which is visible to his superiors and for which he is held accountable. His communications and relationships with inmates are largely not observed, if at all. Thus, the counselor tends to unduly emphasize reports rather than the intensive counseling that, some believe, has the potential to help an inmate learn to get along better with others and to place his feelings about authority in proper perspective, and may mean more to post-release employment success than the most thorough vocational training.

Of the 150 or so trade courses taught in Department of Corrections facilities, most of them take from six months to two years to complete (traditionally 9 to 12 months). They range from low skill to highly skilled level courses. At large institutions, particularly, there are waits as long as six months or more to get into these courses, which is a major source of low morale and behavior problems among prisoners. If an inmate is challenged by and interested in a course, every effort should be made to place him in it immediately and not require that he prove himself by good behavior over a designated period of time before being placed. When a wait is required, the candidate is placed with noninterested or unmotivated inmates who encourage his misbehavior and, in some cases, cause his disqualification for the training courses.

There is a tendency for prisons to use the vocational shops primarily for maintenance rather than training. Too often this means that inmates who possess the needed skills are assigned to these jobs, thus subverting their use as a school. A corollary is assigning inmates to an institution on the basis of institutional job needs and vacancies, rather than on consideration of inmate needs.

There is evidence in support of the theory that the greatest benefit derived from vocational training comes from broad-based, or cluster-type skills founded on basic principles. The labor market for specific and narrow skills is too restricted.

One suggestion incorporated in this study encourages institutional staff, during the planning phase of instructional classes, to consider short-term courses and implement them whenever possible. The rationale is that such courses can appreciably help larger numbers of students.

Another suggestion, to strengthen participatory behavior in education programs, is payment to inmate-students of a sum comparable with prison industry pay scales, contingent upon their individual involvement and progress in education. The anticipated outcome of such a policy of reimbursement is demonstration that the prison administration believes education is just as important as producing goods and services for the institution.

Because work habits may be more important than skills, in the long run, participation in any industries program should be evaluated on its contribution to the fulfillment of stated rehabilitative goals.

Many imprisoned persons work hardest at trying to get out early by participating in rehabilitative programs to impress the parole board, without a long-range use interest in a particular vocational program. Experience has shown, and is showing, that programs intended to improve abilities, such as job training and academic instruction, will not guarantee that the inmate will use these abilities to live a straight life in the free world. One solution to this problem may be to reduce the significance of crime as a source of income by developing confidence in an inmate's ability to succeed legitimately.

Prison educators know that learning new skills is not concomitant with acquiring a deep commitment to an occupational career. The evidence mounts that education for prisoners should be structured to their own diverse needs; despite this, too much reliance is placed in prison on a traditional educational approach in training practices. Individuality should be allowed wherever possible. Under the circumstances, uniformity may be a necessity at times, but it should never be the rule. This is particularly important in prison where the loss of freedom and independence, the standardized daily routine, and lack of privacy result in a "depersonalized human environment." "It is essential that the staff get to know the man." Ultimately, it is the way inmates are treated--no more, no less--which is most important. Unless an individual is treated as worthwhile within the general context of life, no particular program will redeem him. When asked, many ex-prisoners who are successful after dismissal from prison cite their relationship with work supervisors while imprisoned as the primary rehabilitative relationship they experienced.

While it is true that some persons with good work attitudes and motivation may be hired by and then trained by employers, there is greater validity to the statement that a trained person can more readily find a decent, well-paying job than an untrained one. In line with this, vocational training equipment and facilities should be improved and the use of newer educational techniques, methods and materials should be expanded--especially those with provisions for individualized instruction coordinated with classroom instruction. The fact remains, however, that post-release employment is dependent upon more than instruction alone. Relevant counseling, placement assistance and work furloughs--all should be more carefully applied and tested further to achieve the fullest measure of success from vocational training programs with marginal individuals.

"So far as possible, prisons must duplicate the demands and responsibilities of the free world, and supply the motivations as well as the responsibilities of the general community" (p.8). One suggestion is for state and counties to develop more educational and vocational alternatives for inmate trainees in the community to supplement institutional training. Few could quarrel with the proposition that the best place to prepare a man to live in society is in the community itself. Once committed, the inmate faces unreal pressures to conform to the inmate value system. Additionally, institutional necessities and custodial considerations force other conformities. Therefore, every effort to involve community personnel, both industrial and nonindustrial, in a decision-making capacity that has to do with training can only enhance and strengthen the effectiveness of the educational programs. The Department of Corrections could legitimize this kind of effort by exploring the possibility of contracting with outside firms to augment institutional programs in industries, education, and vocational training. If necessary, legislation should be enacted that permits both the state and county to enter into such contracts.

County and state agencies should increase their philosophic commitment to evaluation and research in a highly resourceful way. Such activities should be team efforts (involving administrators, line workers, and research staff). As a result of these studies, determination and dissemination of information about what does or does not assist in accomplishing the goals of corrections must have high priority.

In other words, every institutional program should be evaluated continuously in order to determine whether or not each is achieving its stated objectives. Institutional officials should support efforts at community involvement by actively recruiting, training, and supervising volunteers and paraprofessionals, including ex-offenders, for implementation and evaluation of institutional programs. Additional efforts should be made by institutional staff to involve the public on at least three levels: a) general public education and public relations, b) as a source of financial aid and volunteers, and c) in an advisory capacity. Training must be tied closely to employment opportunities of the community and must, therefore, be kept current. In addition, follow-up of prison vocational training graduates should be ongoing to provide further guidance for prison training programs.

The recommendations above must be considered within the constraints of the following statement:

> All components of the criminal justice system have one ultimate mission: to reduce crime. The prisons component is expected to contribute to this aim by pursuing three goals: 1. deterrence of potential offender, 2. incapacitation of the dangerous individual by removing him from the community, 3. reformation of the individual before his release; (another) function that acts more as a constraint is, 4. satisfaction of the public's passion for revenge. All the time fulfilling these expectations economically and humanely. (p.3)

Source: COORDINATED CALIFORNIA CORRECTIONS, THE SYSTEM. Correctional System Study, Board of Corrections, Human Relations Agency, July, 1971.

Task force reports depict correctional programs in which far too much of what occurs involves merely the "managing, movement, and shuffling of offenders into, around, and then out of the system."

Many institutional staff also perceive a conflict of interest existing in the organization of corrections. On the one hand, the organization is presumably oriented to the needs and problems of the inmate-client; however, on the other hand, an "authoritarian administration and style" make it appear there is more concern with the problem of the organization's maintenance and survival.

Another concern is the strength of the connections between institutional programs and parole programs; these are described as loose at best and non-existent most of the time. Possibly, this is true because institutions have too little within their environs that replicates the real-life situation in a free community. The inmate must learn to live legitimately in the free community if he is to remain outside. For that reason, if habilitation of inmates is to increase, the atmosphere of the institution must resemble that of the outside world.

To help counteract these problems and situations, the authors recommend the establishment of a centralized training unit that could serve to coordinate all training activities and resources conducted through corrections within the state. This program "should include a network of local and state trainers from corrections and other relevant groups, whose primary objective would be to assist each other in maximizing the effectiveness of correctional training." (p.49)

The most emphasized recommendation of this study, however, is that the bulk of the correctional effort, its programs and its resources, should be moved to the community level.

Source: REPORT TO GOVERNOR RONALD REAGAN ON VIOLENCE IN CALIFORNIA PRISONS. Board of Corrections, October 7, 1971.

Non-violent offenders who formerly served as a leveling agent within the prison social and political environment are now conspicuously absent from among those persons who are committed. In their place, the prison population contains an ever rising number of more violent offenders. For example, in 1960 only 30 percent of those individuals institutionalized were sentenced for the violent crimes of homicide, robbery, and assault; by 1971 the percentage of men imprisoned for these crimes had risen to 45 percent. (By 1974, it had risen still further, to 49.6%).

Further evidence of the changing character of California prisons is the alarming increase of violent inhouse crimes. For example, a report prepared for former Governor Ronald Reagan lists 9 prison employees killed from the beginning of 1970 to mid 1971, as compared to 4 during the prior 17 years. Inmate deaths since 1970 have increased correspondingly, as have assaults on staff members.

Source: RESEARCH REPORT NO. 40, A STUDY OF VOCATIONAL TRAINING IN THE CALIFORNIA DEPARTMENT OF CORRECTIONS, by Robert M. Dickover, Verner E. Maynard, James A. Painter, 1971.

This report describes the results of extensive study of inmates, parolees, parole officers, and employers with respect to vocational training in correctional institutions.

Many inmates interviewed stated they already had a trade and were in vocational training because they wanted something to do. They envisioned themselves returning to their trade when released, although their prison records contained no record of previous trade experience. These dreamlike plans, unfortunately, tend to lessen motivation to engage seriously in training, with the intention of using it once released.

Inmates responses showed that shop training is reasonably adequate in correctional vocational training. The real problem is "providing the kind of socializing experiences that develop the motivations and values in inmates...that get them involved in vocational training, planning for its use in the community, and actually using it in the community." Concerted efforts to produce motivational change towards work must be incorporated into all vocational training programs. Vocational training should encourage the trainee to evaluate his achievement in specific kinds of skills in terms of short-range and long-range goals. While this is, to a degree, a part of all training classes, it should become a far more regular, frequent, and routine part of the training experience.

A survey of the post-release job experience of 729 vocational trainees who were paroled in the fiscal year 1967-68, and who had at least 200 hours of training with grades of "C" or better showed:

1) about 30 percent of this group obtained jobs in the area of their training,

2) about the same percentage was employed in their trades at six months and twelve months after release on parole,

3) persons with the greatest number of hours of training in their trade were most likely to obtain jobs in their trade, and

4) those who received higher grades were most likely to get jobs in their area of training.

Further, sixty-nine percent of the 219 parolees interviewed asserted that either they, themselves, or friends or relatives were responsible for obtaining their first full-time jobs on parole; only 18 (17%) asserted that their parole agents were responsible for obtaining their first job.

Interviews with parole agents revealed that only about three percent of their time was allotted to contacts with prospective employers for their parolees. Parole agents interviewed thought, among other things, that inadequate training was a restrictive factor in placing parolees in jobs.

Employers interviewed did not attribute the biggest problem of parolees they hired to inadequate skill. In fact, 82 percent of the employers rated prison vocational trainees as good or better than others who claimed prior experience. Forty-two percent had given parolees better entry level jobs as a result of their prison training. Sixty-one percent felt parolees were advantaged in terms of promotion and upgrading as a result of their training. The principal problems which parolees brought to the workplace, according to a number of employers, were absenteeism and those associated with alcohol or drugs; in only three instances was a lack of skill cited. Overall, the principal factor terminations was absenteeism.

Only one-third of the employers interviewed had any contact with the Department of Corrections personnel in an effort to fill a job.

Source: THE ECONOMICS OF CRIMINAL JUSTICE AND REHABILITATION IN CALIFORNIA, COLLECTED PAPERS NO. 1. Student Field Works in Economics, Department of Economics, University of California, Davis, Spring, 1972.

The authors of this report conclude that inmates who are diligent and intent on getting an education, including vocational training, while incarcerated, and on making a good record for themselves, will probably be a success upon release without any specialized training program.

The findings indicated that a large percentage of persons who were trained in a few skill areas were able to get jobs in the area of their preparation. Following their initial employment, moreover, many moved up to "better" jobs, some within their fields, some without, but the moves qualified as promotions. With such findings, the question might legitimately be asked, Is it possible that training in a single trade is most beneficial in getting the individual settled in legal employment and that that is more significant, in the long-run, than employment in trade-area training which is used as the evaluative criteria for success of institutional training programs?

The following reasons were given by trainees for not getting employment in the areas of their training: union barriers, lack of interest in their field, lack of skill in their field, poor work habits and ability, incarceration and criminal record. The most prevalent answer by far was that the jobs were not available.

Regarding employment per se, a large percentage of persons questioned (42%) had to find a job through their own efforts. The lowest percentage of parolees credited parole officers (7%) or Human Resources Development (6%) for help in securing their employment.

Source: **ADMINISTRATIVE SEGREGATION IN CALIFORNIA'S PRISONS ALIAS:** The Hole, Lockup, Solitary Confinement, and the Adjustment Center. A Report of The Assembly Select Committee on Prison Reform and Rehabilitation, September, 1973.

Issues stressed by this report and relevant to the current study are as follows:

1. "The arbitrary and unchecked, and overwhelming power of the Disciplinary and Classifications Committees is smothering the right of the prisoner to due process." The right of a convict to fair representation before these Committees must be ensured.

2. The need for strict security precautions stifles any effective "treatment" for the convicts.

3. The correctional counselor spends most of his time writing reports for the Board and very little time talking with prisoners. Counselors' responsibilities should be limited to the professional skills for which they were hired.

Source: REPORT OF THE ATTORNEY GENERAL'S TASK FORCE ON PRISONER REHABILITATION. Evelle J. Younger, Attorney General, January, 1975.

Many of today's convicts reject the premise that the trouble they got into that landed them in prison was their own "fault." Instead, they philosophize that society oppressed and exploited them, causing them to commit crime in order to survive. This belief causes inmate criticism and rejection of an institution's attempts to provide opportunities for education, training, and rehabilitation.

Current inmate profiles show that most persons presently serving prison sentences are violence-prone individuals. This is partly due to the success of an effort to provide local, community-based treatment programs by granting qualified offenders probation or suspended prison sentences. For example: Of the 1973 commitments, 72 percent have a history of aggressive-violent behavior. Of all commitments, one out of four was for robbery, one out of ten, murder; one out of twelve, assault. Compounding the situation, those types of inmates traditionally considered less aggressive and less of a physical threat now are displaying more violent characteristics. That is, today half of the forgery criminals have histories of aggressive behavior. In 1960, fewer than one-fifth of the inmates had such histories. Burglary offenders have twice the number of aggressive profiles as they had in 1960.

As a result of having a majority of inmates confined by reason of a major crime, violence against inmates and staff within prisons has also risen. Along with increased violence have come increased efforts to control violence, which has a deleterious effect on vocational and academic education. Prisoners who are hostile to habilitative efforts tend to subvert the best-intentioned programs, to exploit and manipulate them to their own advantage. The Department of Corrections must recognize and accept the fact that some prisoners are nonhabilitative. On the other hand, extra effort should then be expended on behalf of those who are salvageable.

"One of the major goals of a prison rehabilitative effort must be to provide sufficient incentives to motivate and encourage individuals to undertake voluntarily a rehabilitative program." (p.2) Most correctional and rehabilitative programs have a limited capacity to produce significant results because those who need it the most will not participate and those who do would probably be successfully habilitated without special programs and efforts.

An essential element of the habilitative effort is classification. Classification of inmates should be based on individual needs. Inmates must be included, indeed, encouraged to participate, in the classification process. Additionally, programs permitting reclassification should be expanded, and evaluation of an inmate's progress should occur frequently, especially at an inmate's request. Counseling and career guidance must also be considered.

The factors having the greatest impact on habilitation seem to be: 1) improving prisoner self-esteem and motivation, 2) increasing employment opportunities for releasees, 3) strengthening family and social relationships, and 4) improving the quality and relevance of vocational and academic educational training.

Currently, prison vocational and academic education, exclusively, appear inadequate either to motivate or to prepare the majority of inmates for successful employment once released. Granted, better equipped and more modern vocational training facilities should be provided, but equally important is the promulgation of serious efforts to increase and improve liaison efforts with labor organizations, community clubs, and various associations to cooperatively prepare, plan, and maintain high quality vocational training programs. This can only be achieved through consistent public relations efforts toward community involvement.

One hindrance to a comprehensive program of corrections is a lack of significant consensus in our society upon a definition of acceptable goals for the criminal justice system (of quotation, p. 16). Frankly, there is sharp cleavage among society concerning issues of rehabilitation; provisions for rehabilitation must compete with the arbitrary concepts of deterrence and retribution.

SUMMARY

The bulk of correctional services should be community based.

Institutions should be located in metropolitan areas to better utilize community resources through work furloughs, day parole, vocational training.

Institutional environments must replicate the real world to which inmates must return.

There is no better place to prepare an inmate to live in the community than in the community itself.

These themes thread their way throughout the text of at lease half of the above accounts. However, most of the theorems about community-based and other habilitation efforts have been experimentally and superficially applied within one setting or another, but without definitive results. There is a reason for this expressed in several of the studies above that needs to be reiterated: Society itself must come to grips with its definition of acceptable goals for the criminal justice system. There can never be at the same time, to the same degree, demands for deterrence, incapacitation, retribution, and habilitation. Habilitation of offenders requires the concerted efforts and support of all levels of government, the community (including its public and social institutions), and the citizenry. Many would agree that there really is no better place than the community to habilitate individuals with special needs--until that place is in our neighborhood. However, if habilitation efforts are to succeed society must decide to support them together.

There are, also, problems that need to be rectified within the confines of the correctional institution. For example, Classification and counseling programs are in trouble. Neither expend sufficient time and effort on individual clients to meet personal needs.

Classification, which deals with the inmate, initially must be sensitized to the programming needs of individual clients, rather than focusing on the service function of the institution. It should also include--yea, urge--inmate participation in this decision-making process.

Counselor's responsibilities should be limited to the professional skills for which they were hired in order to provide more time to counsel inmates in personal and post-release problems.

Institutional support is another troublesome area. The placement and participation of men in the industries programs should depend, principally, upon that program's contribution to the development of the individual and the achievement of habilitative objectives, rather than institutional needs.

Regarding vocational programs, program evaluation and follow-up of parolees should be continuous, and the results of these efforts analyzed and disseminated for ready update, revision, addition, or deletion of programs, on that basis. Needless to say, equipment and facilities should be constantly updated.

Emphasis must move away from narrowly specialized training to more general, family-of-occupations training in order to expand job opportunities in the labor market and provide for greater socialization (cultural integration, motivation, self-confidence) of the inmate. A feeling of personal self-worth and self confidence is basic to any recovery program.

Methods and materials of vocational education programs should be expanded to include more individualized instruction.

Wherever needed, contracts should be transacted with a variety of outside organizations to augment programs in industries, education, and vocational training, if this arrangement can improve the quality of educational services.

Lastly, by not to be overlooked or minimized, is the need to develop an incentives program that will motivate inmates into voluntary participation in the prison habilitative programs.

CHAPTER IV

SELECTED FINDINGS FROM PROFILES OF INSTITUTIONAL PROGRAMS AND SURVEYS

After a description of the overall research design, this chapter is organized into four major sections:

Section I--Profile of Institutional Vocational Training Programs

Section II--Inmate Survey (four parts)

Section III--Parolee, Employer, and Parole Officer Surveys

Section IV--Important Others Survey

Within each section there is presented the pertinent findings preceded by an introduction which briefly describes how the sample was selected, the instruments developed, and the survey conducted. The chapter then concludes with a digest of the facilitating and inhibiting factors gleaned from a careful analysis of these findings.

BACKGROUND OF THE STUDY

The primary purpose of this study was to search for the factors that might influence inmates' participation in institutional vocational training programs and parolees' employment in the areas of their institutional training.

The concept of facilitating and inhibiting factors was determined by the staff of the California Department of Corrections (CDC) in cooperation with the staffs of the State Department of Education (Vocational Unit) and the State Advisory Council on Vocational Education and Technical Training. CDC wanted to know and to document those factors which contributed to a "high" percentage (estimated to be 75%) of inmate termination in stitutional vocational training programs (that is, inmates who left the programs before completion), and to a low percentage (35% in 1968, according to Research Report No. 40) of parolees who obtained their first job on parole in the trade for which they were trained.

The research staff for this project proposed that the institutional factors be determined by obtaining inmate responses to various aspects of their vocational training program and its environs. The rationale was that if these aspects were rated as poor or poor and medium by inmates, they could be assigned as factors influencing the rate of termination. In other words, if inmates felt that the program was lacking they would be more likely to terminate. Termination, therefore, was a function of the number of factors rated as poor, or poor and medium. Given the institutional custodial emphasis, a vocational training program has to be good to attract and keep inmates involved.

One additional point needs to be made. Those factors designated as inhibitors by inmates might, conceivably, keep other inmates from enrolling in the vocational programs. For those persons assigned, through classification, to a vocational course, their negative perception of it might dampen their participation and job preparation.

Regarding the employment of parolees, the concept of facilitating and inhibiting factors was also used by CDC. They wanted to find out and document the factor(s) that influenced job acquisition by parolees in the trades for which they were trained. Some of the factors so identified would be related to the institutional program, and thus, condition (prior to release) the parolees' prospects of securing employment in the area of their training. To ascertain these factors opinions of the program's clients--in this case, parolees--were sought.

DESIGN OF THE STUDY

In brief, a research design was developed which would provide insight into the variety and strength of the factors affecting inmate and parolee behavior.

Initially, a comprehensive interdisciplinary review of the literature was conducted to ascertain if similar studies had been conducted, and what others had to say about facilitating and inhibiting factors. Based upon this comprehensive review (which encompassed literature and dissertations about vocational education, vocational training, and corrections from the fields of psychology, education, sociology, criminology, mental health, manpower development-including vocational rehabilitation, and anthropology) of the study design and the inmate and parolee questionnaires were built. The review provided a basic understanding of training problems encountered by inmates, as well as the kinds of questions that needed to be probed.

After discussions with a diverse group of consultants and other resource personnel, the study team decided to survey four institutions: CIM (California Institution for Men), DVI (Deuel Vocational Institution), Folsom and San Quentin. This decision, in part, was based on the type of custody, the large scope of the vocational training program, and the age span of the residents within these institutions. However, due to unrest and outbreaks in the latter three prisons, the Education Services staff of the California Department of Corrections recommended the substitution of CCI (California Correctional Institution--minimum and medium security) and CCC (California Conservation Center). Because the population of the institutions suggested (CCC, CCI, and CIM) was sufficiently diverse so that a broad coverage of inmate input could be obtained, the project staff prudently accepted the recommendations.

As a result of replacing three of the institutions, the criteria of age and degree of institutional security was no longer maintained. The loss of this criteria, however, did not pose a problem as originally anticipated because of the high frequency of inmate transfer from one institution to another.

Parolees, employers, and parole officers held opinions which represented another aspect of the study. After seeking advice and taking into consideration the timeline for completion of the study and the resources available, the staff decided to conduct a small sample survey through the Parole Department offices located in San Francisco and Los Angeles. The sample size was a function of the ability of the CDC staff to identify parolees who had received and completed institutional vocational trainihg and had been either employed in their area of training.

The third and last survey (Important Others) had two components: (a) to find out from vocational instructors what kinds of planning had taken place as a way of improving their programs, and (b) to elicit reactions to the findings from the inmate and parolee surveys from vocational instructors, counselors, and educational supervisors. In other words, the second part of the Important Others survey was constructed from the findings of the two previous surveys.

In order to understand the size and scope of the institutional vocational program, the research staff sought to profile the general program characteristics.

Section I

Profiles of Institutional Vocational Training Programs

The following pages contain tables showing the statistical profiles of vocational training programs in California correctional institutions: California Conservation Center (CCC), California Correctional Institution (CCI), California Institution for Men (CIM), California Men's Colony (CMC), California Medical Facility (CMF), California Rehabilitation Center (CRC), Correctional Training Facility (CTF) Central and North, Deuel Vocational Institution (DVI), Folsom (FOL), San Quentin (SQ), and Sierra Conservation Center (SCC).[1]

For the reader's information, a separate row has been added to the Termination Tables recording the total number of completers, which is a recent verbal update from Program Development Education Services (PDES) of CDC. This update has not been reflected in the accompanying statistical terminations analyses.

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[1] Sources: Vocational Audit Summary, Fiscal Year (FY) 1973-74, California Department of Corrections. Characteristics of Felon Population in California State Prisons by Institution, December 31, 1974. Vocational Education Termination Report, July 1, 1973 to June 30, 1974.

INSTITUTION CCC

Program Data

Inmate Population (12/31/74)	1,275
Percent of population participating in vocational training	c 15%
Number of Programs	25
Number of Instructors	34
Inmate Shop capacity (combined)	563
Average monthly available training slots (combined)	252
Enrollment prerequisites (education level)	6 - 8.5 and flexible
Average monthly enrollment (combined)	196
Total terminations (see next page)	53
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	0
Completion (500 hours plus)	23
Licenses (State regulated)	18
Total program operating costs	$ 22,822
[1]Annual staff operating salaries exclusive of fringe benefits[2]	$ 463,236
Grand Total	$ 486,058

[1] Not including supervisors

[2] Add 15.7%

INSTITUTION CCC

Terminations (1973-74), 53

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	5 (71)*	2 (40)	9 (22)	16 (30)
Parole/discharge	0/0 (0)	1/0 (20)	2/0 (5)	3 (6)
Other (miscellaneous)	1 (4)	0 (0)	3 (7)	4 (8)
Remaining coded reasons[2]	1 (14)	2 (40)	27 (66)	30 (57)
Total	7 (13)	5 (9)	41 (77)	53
Completers updated and revised[3]				23 (43)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION CCI MINIMUM AND MEDIUM

Program Data

Inmate Population (12/31/74)	1,178
Percent of population participating in vocational training	c 18%
Number of Programs	16
Number of Instructors	20
Inmate Shop capacity (combined) (minimum and medium)	285
Average monthly available training slots (combined)	235
Enrollment prerequisites (education level)	6 - 8.5
Average monthly enrollment (combined)	216
Total terminations (see next page)	278
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	6
Completion (500 hours plus)	23
Licenses (State regulated)	0
Total program operating costs	$ 40,864
Annual staff operating salaries[1] exclusive of fringe benefits[2]	$ 358,500
Grand Total	$ 399,364

[1] Not including supervisors

[2] Add 15.7%

INSTITUTION CCI

Terminations (1973-74), 278

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate Instigation[1]	21 (20)*	6 (17)	4 (2)	31 (11)
Parole/discharge	32/0 (32)	18/0 (50)	89/1 (64)	140 (50)
Other (miscellaneous)	16 (16)	3 (8)	9 (6)	28 (10)
Remaining coded reasons[2]	32 (32)	9 (25)	38 (27)	79 (28)
Total	101 (36)	36 (13)	141 (51)	278
Completers updated and revised[3]				23 (8)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION CIM

Program Data

Inmate Population (12/31/74)	988
Percent of population participating in vocational training	ca. 14%
Number of Programs	14
Number of Instructors	16
Inmate Shop capacity (combined)	218
Average monthly available training slots (combined)	190
Enrollment prerequisites (education level)	flexible
Average monthly enrollment (combined)	137
Total terminations (see next page)	244
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	90
Completion (500 hours plus)	43
Licenses (State regulated)	8
Total program operating costs	$ 85,877
Annual staff operating salaries[1] exclusive of fringe benefits[2]	$ 253,964
Grand Total	$ 339,841

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[1] Not including supervisors

[2] Add 15.7%

INSTITUTION CIM

Terminations (1973-74), 244

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	18 (17)*	6 (24)	10 (9)	34 (14)
Parole/discharge	60/2 (58)	15/0 (60)	52/0 (46)	129 (53)
Other (miscellaneous)	1 (1)	0 (0)	1 (1)	2 (1)
Remaining coded reasons[2]	25 (24)	4 (16)	50 (44)	79 (32)
Total	106 (43)	25 (10)	113 (46)	244
Completers updated and revised[3]				43 (18)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION CMC

Program Data

Inmate Population (12/31/74)	2,617
Percent of population participating in vocational training	ca. 9%
Number of Programs	13
Number of Instructors	15
Inmate Shop capacity (combined)	258
Average monthly available training slots (combined)	246
Enrollment prerequisites (education level)	6.5 - 8.7
Average monthly enrollment (combined)	236
Total terminations (see next page)	196
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	0
Completion (500 hours plus)	76
Licenses (State regulated)	45
Total program operating costs	$ 56,197
Annual staff operating salaries[1] exclusive of fringe benefits[2]	$ 241,308
Grand Total	$ 297,505

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[1] Not including supervisors

[2] Add 15.7%

INSTITUTION CMC

Terminations (1973-74), 196

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	31 (58)*	3 (25)	8 (6)	42 (21)
Parole/discharge	0/0 (0)	0/0 (0)	49/2 (39)	51 (26)
Other (miscellaneous)	13 (25)	6 (50)	5 (4)	24 (12)
Remaining coded reasons[2]	9 (17)	3 (25)	67 (51)	79 (40)
Total	53 (27)	12 (6)	131 (67)	196
Completers updated and revised[3]				76 (39)

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[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION CMF

Program Data

Inmate Population (12/31/74)	1,466
Percent of population participating in vocational training	ca. 5%
Number of Programs (since May, 1974, 6)	7
Number of Instructors	7
Inmate Shop capacity (combined)	130
Average monthly available training slots (combined)	75
Enrollment prerequisites (education level)	6 - 8.5
Average monthly enrollment (combined)	75
Total terminations (see next page)	190
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	86
Completion (500 hours plus)	7
Licenses (State regulated)	3
Total program operating costs	$ 10,243
Annual staff operating salaries[1] exclusive of fringe benefits[2]	$ 131,376
Grand Total	$ 141,619

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[1] Not including supervisors

[2] Add 15.7%

INSTITUTION CMF

Terminations (1973-74), 190

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	65 (52)*	6 (43)	17 (34)	88 (46)
Parole/discharge	2/0 (2)	1/0 (1)	4/1 (4)	8 (4)
Other (miscellaneous)	13 (10)	0 (0)	0 (0)	13 (7)
Remaining coded reasons[2]	46 (37)	7 (50)	28 (56)	81 (43)
Total	126 (66)	14 (7)	50 (26)	190
Completers updated and revised[3]				7 (4)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION CRC

Program Data

Inmate Population (12/31/74)	1,814
Percent of population participating in vocational training	ca. 9%
Number of Programs (includes prevocational)	10
Number of Instructors	11
Inmate Shop capacity (combined)	NA
Average monthly available training slots (combined)	155
Enrollment prerequisites (education level)	6.5 - 10
Average monthly enrollment (combined)	157
Total terminations (see next page)	307
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	249
Completion (500 hours plus)	58
Licenses (State regulated)	15
Total program operating costs	$ 21,461
Annual staff operating salaries[1] exclusive of fringe benefits[2]	$ 172,560
Grand Total	$ 194,021

[1] Not including supervisors

[2] Add 15.7%

INSTITUTION CRC

Terminations (1973-74), 307

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	3 (8)*	1 (2)	0 (0)	4 (1)
Parole/discharge	16/5 (58)	46/0 (87)	145/3 (68)	215 (70)
Other (miscellaneous)	0 (0)	0 (0)	0 (0)	0 (0)
Remaining coded reasons[2]	12 (33)	6 (11)	70 (32)	88 (29)
Total	36 (12)	53 (17)	218 (71)	307
Completers updated and revised[3]				48 (16)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another-institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION CTF CENTRAL

Program Data

Inmate Population (12/31/74)	1,630
Percent of population participating in vocational training	ca. 7%
Number of Programs	12
Number of Instructors	8
Inmate Shop capacity (combined)	244
Average monthly available training slots (combined)	147
Enrollment prerequisites (education level)	6 - 9
Average monthly enrollment (combined)	122
Total terminations (see next page)	201
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	12
Completion (500 hours plus)	26
Licenses (State regulated)	0
Total program operating costs Total Institution: Central, North	$ 110,593
Annual staff operating salaries[1] exclusive of fringe benefits[2] Total Institution: Central, North	$ 429,732
Grand Total	$ 540,325

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[1] Not including supervisors

[2] Add 15.7%

INSTITUTION CTF CENTRAL

Terminations (1973-74), 201

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	19 (30)*	12 (28)	14 (15)	45 (22)
Parole/discharge	2/0 (3)	3/0 (7)	33/0 (35)	38 (19)
Other (miscellaneous)	31 (49)	0 (0)	12 (13)	43 (21)
Remaining coded reasons[2]	11 (17)	29 (66)	35 (37)	75 (37)
Total	63 (31)	44 (22)	94 (47)	201
Completers updated and revised[3]				26 (13)

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[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest.

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion.

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION CTF NORTH

Program Data

Inmate Population (12/31/74)	1,184
Percent of population participating in vocational training	ca. 11%
Number of Programs	10
Number of Instructors	12
Inmate Shop capacity (combined)	200
Average monthly available training slots (combined)	153
Enrollment prerequisites (education level)	6 - 9
Average monthly enrollment (combined)	132
Total terminations (see next page)	243
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	93
Completion (500 hours plus	15
Licenses (State regulated)	0
Total program operating costs Total Institution: North, Central	$ 110,593
Annual staff operating salaries[1] exclusive of fringe benefits[2] Total Institution: North, Central	$ 429,732
Grand Total	$ 540,325

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[1] Not including supervisors

[2] Add 15.7%

INSTITUTION CTF NORTH

Terminations (1973-74), 243

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	56 (51)*	22 (42)	11 (14)	89 (37)
Parole/discharge	5/0 (5)	6/0 (11)	16/0 (20)	27 (11)
Other (miscellaneous)	23 (21)	22 (42)	27 (33)	72 (30)
Remaining coded reasons[2]	25 (23)	3 (6)	27 (33)	55 (23)
Total	109 (45)	53 (22)	81 (33)	243
Completers updated and revised[3]				15 (6)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical error in management, transfer to another institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION DVI

Program Data

Inmate Population (12/31/74)	1,652
Percent of population participating in vocational training	ca. 7%
Number of Programs	14
Number of Instructors	22
Inmate Shop capacity (combined)	140
Average monthly available training slots (combined)	149
Enrollment prerequisites (education level)	6 - 10
Average monthly enrollment (combined)	113
Total terminations (see next page)	196
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	19
Completion (500 hours plus)	39
Licenses (State regulated)	6
Total program operating costs	$ 58,748
Annual staff operating salaries[1] exclusive of fringe benefits[2]	$ 121,435
Grand Total	$ 179,183

[1] Not including supervisors

[2] Add 15.7%

INSTITUTION DVI

Terminations (1973-74), 196

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	22 (21)*	6 (24)	4 (5)	32 (16)
Parole/discharge	3/12 (14)	3/1 (16)	4/1 (8)	24 (12)
Other (miscellaneous)	50 (47)	6 (24)	10 (16)	66 (34)
Remaining coded reasons[2]	20 (19)	9 (36)	45 (70)	74 (38)
Total	107 (55)	25 (13)	64 (33)	196
Completers updated and revised[3]				39 (20)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION FOL

Program Data

Inmate Population (12/31/74)	2,239
Percent of population participating in vocational training	ca. 3%
Number of Programs	6
Number of Instructors	6
Inmate Shop capacity (combined)	94
Average monthly available training slots (combined)	87
Enrollment prerequisites (education level)	8 flexible
Average monthly enrollment (combined)	71
Total terminations (see next page)	43
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	14
Completion (500 hours plus)	22
Licenses (State regulated)	4
Total program operating costs	$ 17,973
Annual staff operating salaries[1] exclusive of fringe benefits[2]	$ 112,608
Grand Total	$ 130,581

[1] Not including supervisors

[2] Add 15.7%

INSTITUTION FOL

Terminations (1973-74), 43

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	10 (59)*	2 (67)	7 (30)	19 (43)
Parole/discharge	1/0 (6)	0/0 (0)	7/0 (30)	8 (19)
Other (miscellaneous)	0 (0)	0 (0)	1 (4)	1 (2)
Remaining coded reasons[2]	6 (35)	1 (33)	8 (35)	15 (35)
Total	17 (40)	3 (7)	23 (53)	43
Completers updated and revised[3]				22 (51)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION SQ

Program Data

Inmate Population (12/31/74)	2,857
Percent of population participating in vocational training	ca. 7%
Number of Programs	17
Number of Instructors	17
Inmate Shop capacity (combined)	NA
Average monthly available training slots (combined)	258
Enrollment prerequisites (education level)	6 - 10 and flexible
Average monthly enrollment (combined)	209
Total terminations (see next page)	116
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	36
Completion (500 hours plus)	27
Licenses (State regulated)	0
Total program operating costs	$ 24,758
Annual staff operating salaries[1] exclusive of fringe benefits[2]	$ 283,632
Grand Total	$ 308,390

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[1] Not including supervisors

[2] Add 15.7%

INSTITUTION SQ

Terminations (1973-74), 116

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation	13 (45)*	6 (26)	17 (27)	36 (31)
Parole/discharge	1/0 (3)	4/0 (17)	15/0 (23)	20 (17)
Other (miscellaneous)	1 (3)	3 (13)	2 (3)	6 (5)
Remaining coded reasons[2]	14 (48)	10 (43)	30 (47)	54 (47)
Total	29 (25)	23 (20)	64 (55)	116
Completers updated and revised[3]				27 (23)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

INSTITUTION SCC

Program Data

Inmate Population (12/31/74)	2,148
Percent of population participating in vocational training	ca. 6%
Number of Programs	8
Number of Instructors	8.25
Inmate Shop capacity (combined)	242
Average monthly available training slots (combined)	133
Enrollment prerequisites (education level)	8 - 12
Average monthly enrollment (combined)	126
Total terminations (see next page)	317
Achievements: FY 73-74 (PDES)	
Certificates of achievement (300-499 hours)	560
Completion (500 hours plus)	199
Licenses (State regulated)	60
Total program operating costs	$ 37,892
Annual staff operating salaries[1] exclusive of fringe benefits[2]	$ 186,840
Grand Total	$ 224,732

[1] Not including supervisors

[2] Add 15.7%

INSTITUTION SCC

Terminations (1973-74), 317

Reason for Termination	Hours of Training			Total
	0-299	300-499	500-plus	
Inmate instigation[1]	80 (83)*	6 (60)	3 (1)	89 (28)
Parole/discharge	0/0 (0)	2/0 (20)	13/0 (6)	15 (5)
Other (miscellaneous)	0 (0)	0 (0)	0 (0)	0 (0)
Remaining coded reasons[2]	16 (17)	2 (20)	195 (92)	213 (67)
Total	96 (30)	10 (3)	211 (67)	317
Completers updated and revised[3]				199 (63)

[1] Inmate request, discipline problem on the job, discipline problem off job, escape, classification action (request by education), reached capacity to achieve further, failure to work and apply himself, lack of interest.

[2] Reassignment by institution (not requested by education), medical, error in management, transfer to another institution, program revision, completion.

[3] Includes number of completers tabulated under "Remaining coded reasons."

*Percent of total terminations (rounded)

ISSUES

Careful study of the preceeding displays revealed the following basic issues:

1. A need to standardize and define the terms and status of completers and achievers. Documents provided by the CDC and discussion with the CDC staff have shown that the need exists to standardize and much more precisely define the meaning of the terms "completers" and "achievers." "Completers" are, generally, considered those trainees who fulfill the total number of hours designated for a particular course. Within the context of individualized training, this may be an inappropriate criterion on which to base completer status.

"Achievers" are normally designated as those trainees who have completed between 300 to 500 hours of training and have achieved a certain level of use skill from the course. However, presently, both the number of hours and the standard for achiever status may vary considerably from institution to institution.

2. Numerical discrepancies. The numerical discrepancies among shop capacities, available training slots, and average monthly inmate enrollments, concurrent with--in some institutions, long--inmate waiting lists, need clarification.

Further, the number of training courses offered in the institutions does not appear to be related to the size (envolvement potential) of the inmate population.

3. Terminations. The study included seventeen coded reasons for terminating vocational training. The reasons included in Group 1 (8 codes for Terminations) are largely program oriented and directly or indirectly instigated by the inmate. Group 2 (7 codes) contains items which fall under the regulation of classification or institutional management, over which the inmate has little, if any, control--i.e., parole, discharge, reassignment by institution (not requested by education), medical, error in management transfer to another institution and program revision. (Completions are shown on the Tables in Group 2 and under the heading Completers updated and revised.) The large number of terminations in Group 2 represent deficiencies in the operation of the system.

The seventeenth category is labeled "Other." This category is comprised of miscellaneous terminations that, presumably, are not for any of the other coded reasons. In some cases, the number of "miscellaneous" terminations is considerable and, thus, questionable, especially when unaccompanied by further explication.

4. Hours versus terminations. From a practical

standpoint, the more hours an inmate has invested in a skill area, the less likely he is to terminate. Too many inmates are dropping out at the early stages of training as opposed to the later stages.

Two related issues: Are there too many credit hours alloted to particular courses? For programs such as shoe repair and dry cleaning, why is there a difference in the number of training hours required to complete the same courses in different institutions?

The issues above, based upon the statistical tables that precede them, represent the kinds of concerns that were faced by the research team as part of the study.

There has been no attempt to profile all the critical items that were revealed by additional statistics included in the official CDC documents. These statistics should be researched by the CDC administrative staff for consideration and disposition.

Section II

Inmate Survey

The purpose of the inmate survey was to determine the facilitating and inhibiting factors that might influence inmates to remain in a vocational training program established by the institution. Because these training programs represent the critical factor--job preparation--in the total process of employability development, job acquisition and maintenance, the major portion of the resources available to the study team was allocated to this survey.

STUDY DESIGN

Once the four institutions (CCI is henceforth considered as two institutions, one minimum and one medium) where the surveys were to be conducted were agreed upon, the research staff had to determine the size and type of sample of inmates that would be asked to take part in the surveys. After careful deliberation with resource personnel, a tentative decision was made to study within each prison setting four groups of inmates who had had different amounts of contact with vocational training: 1) those who were well on their way to completing their vocational program by having had 500 or more hours of training (hereafter called completers); 2) those who had sufficient training to have gained a marketable job skill by having had 300 to 500 hours of training (hereafter called achievers); 3) those who droped out of the program prior to developing an entry level skill (hereafter called dropouts); and 4) those who were not enrolled in vocational training at the time of the study (hereafter called nontakers). Some of the literature suggested that these groups might perceive habilitation efforts differently and, therefore, their participation might be influenced by variant sets of factors.

In essence, the sum of the inmates in these four groups constituted the total prison population within each of the four institutions at the time of the study. The survey team, therefore, planned for 2,100 respondents.

Sample Description

Initially, approximately 2,100 inmates were expected to participate in the study. However, a shift in the prison population and institutional requirements eroded the number by the time the surveys were conducted. Consequently 1,794 inmates were invited to participate in the orientation to the survey. Table I displays the final number and percent of participants within each group and within each institution.

TABLE I

Number and Percent of Respondents by Group and Institution

Institution	Dropouts	Completers	Non-takers	Achievers	Row Total and %
CIM	9	76	76	12	173 23.2
CCI Minimum	12	67	39	54	172 23.0
CCI Medium	18	38	83	33	172 23.0
CCC	14	76	87	53	230 30.8
Column Total and %	53 7.1	257 34.4	285 38.2	152 20.3	747* 100.0

*A total of 842 questionnaires were received. Of this number, 95 (11%) were determined to be unuseable.

INMATE SURVEY INSTRUMENTS

After the inmate survey instruments initially were developed, they were critiqued by two panels. One panel was composed of two nationally known criminologists, Donald R. Cressey and Daniel Glaser. The second panel was composed of three ex-offenders whose race, age, and prison experience made them well qualified to analyze the instruments. Additionally, input was secured from a variety of individuals involved in the field of corrections. The total input from these resource persons was used to prepare a pilot instrument which was tried out at the California Rehabilitation Center on a randomly selected sample of 40 inmates under survey conditions during August 1974. The purpose of this pilot test was to determine if (a) the instructions were clear, (b) the questions were understandable, and (c) the length of time needed to administer the questionnaires was excessive. The inmate questionnaire was examined for readability levels prior to and after the pilot run and appropriate adjustments were made. The readability levels for the statements and questions ranged, for the most part, from fifth grade to seventh grade.

The above information with respect to the study design and instruments, was presented at the second advisory committee meeting (September 1974) at which the research methodology was reconformed and instruments were endorsed.

INMATE SURVEY--DATA COLLECTION

Following the advisory meeting, a workshop was held for those people who were actually going to administer the survey. For the most part, those administering the questionnaires were UCLA students. In this workshop, the procedures for the survey were discussed. In brief, the procedures were as follows:

> Each institution was to screen its inmate population and designate whether an inmate was a vocational completer, achiever, dropout, or nontaker of vocational training at the time of the survey.
>
> A student coordinator, on the day of the survey, was to meet with each of the designated groups. The responsibility of the coordinator was to introduce the survey to the inmates. After the inmates were oriented by the coordinator to the purposes of the questionnaire, they had the option of leaving if they preferred not to participate in the study.

The student coordinators were to monitor the administration of the survey and see to it that the survey instruments were deposited in specially designed ballot boxes in order to maintain confidentiality. (Student coordinators were not available at CCC.)

In addition, Rhoma Young from CONTACT, a community agency designed to help parolees obtain employment, accompanied the survey team to each institution to confirm to the inmates the research emphasis and the team's promise that individual inmate responses would be held in confidence.

During the month of February, 1975, the survey was conducted. The institutional personnel at each location graciously assisted the teams. Unfortunately, in two of the institutions the planned techniques for scheduling inmates and for answering their inquiries was aborted. To some extent--the precise effects are unknown--this caused an attrition in the number of inmates who attended the orientation to the survey. Furthermore, inmates have as their right the choice of not participating in various activities, including research. Some, accordingly, did not make an effort to come to the orientation, although they were excused from their prison assignments. On the other hand, the project staff noted that at all sites only a few inmates withdrew after listening and reacting to the orientation.

The final 747 inmate-respondents were, in research terminology, "volunteers." They were self-selected participants who were willing, and probably interested, in baring their views on institutionsl and vocational training.

Accordingly, inferences about the total population of inmates cannot be made from the information obtained from a segment of that population--volunteers. However, a generalization can be made about the latter: if, in fact, these volunteers are more interested in vocational education than their colleagues, their responses might reflect a more genuine interest in improving vocational training rather than airing their grievances.

Selected Characteristics of Inmates Responding to Questionnaires

The following description provides an overview of some of the inmates' characteristics. Briefly, the respondents were mostly in the age group of 20 to 39; more highly educated than the inmate population in general; similar in race and marital status; similar in time worked on one job and total years worked, with one exception; somewhat evenly distributed in number of years looking for work; not similar in terms of income and rate of employment; comparable by group in the number of times in prison but varied in the length of time in prison; and much the same when it came to experience with vocational courses taken on the outside. To elaborate (from questionnaire items 32 to 52):

Age. More than half (55%) of the inmates were in the 20 to 29 age span. The next largest group, 34%, were between 30 to 39 years of age. Fourteen percent were in the 40 to 49 age group. (These percentages compared favorably with Characteristics of the Felon Population... December, 1974, published by CDC.)

The dropout and achiever groups were similar in age distribution and consisted of approximately 90% under age 40. While completers and nontakers had a wider age span, they had smaller proportions (81% and 72%, respectively) under 40.

Grade completion. Forty-one percent (41%) of the 724 who answered the question on highest grade level achieved said that they had completed high school. Another 28% declared completion of one or more years of schooling beyond high school. On the other hand, a total of 19% had completed the tenth and/or the eleventh grade.

(These percentages do not correspond with the statistics provided by CDC. The inmate population for the State had only 7% who had a grade placement of twelve or more. Thus, the volunteer respondents claimed considerably more schooling than that achieved by the inmate population in general.)

Race. The volunteers had the following racial composition: White--39%, Black/Negro/Afro-American--37%, Spanish-Americans/Chicano/Mexican-Americans--21%.

Although it was not a substantial difference, the nontaker group had a slightly higher percentage (45%) of whites than did the other three groups (35%). (These percentages also compared favorably with the December, 1974, statistics on inmate population for all institutions. The white population overall was 47%, which was somewhat higher than the 39% in the study group.)

Marital Status. The marital status distribution showed approximately 36% married, 33% single, 3% widowed, 21% divorced, and 7% separated.

Time worked on one job. The dropout and achiever groups had similar distributions of longest time worked on one full-time job, with approximately 90% of each group having held one full-time job five years or less. The completer group showed a somewhat similar range of years on one full-time job, with 84% having held one job five years or less. The nontakers showed a distribution substantially different from the others, with 36% of them having held one job more than five years.

Total years worked. Dropout, completer, and achiever groups were similar in the total number of years worked with 61%, 62%, and 52%, respectively, having worked five years or more. The nontaker group was substantially higher in total years worked, with 74% having worked five years or more.

Years looking for work. The distribution of the four groups in terms of number of years spent looking for work were similar, with approximately half of each group having spent one or two years. However, only 338 inmates responded to this question.

Income. The distributions differed somewhat in the median income per week for the last year the individual worked full time. The median interval for salary earned by dropouts was $101-125, for the completers and achievers it was $126-145, and for the nontakers the interval was $166-185.

Unemployment and Employment. Forty-eight percent (48%) of both the completer and achiever groups were unemployed prior to the current prison term, while 38% and 39% of the dropouts and nontakers, respectively, were unemployed.

The nontakers had a larger proportion (38%) employed in professional, technical, or skilled jobs prior to prison than the other groups (approximately 17% each). Thus the higher salary earned by nontakers seems quite feasible.

Thirty-two percent (32%) of all respondents were employed in a skilled or semiskilled occupation just prior to their imprisonment.

Length of time in prison. While 36% and 33% of the dropout and completer groups, respectively, had been in prison more than three years on the current term, only 19% and 22% of the nontakers and achievers, respectively, had been in more than three years.

Experience with vocational courses. The dropout, completer and achiever groups were similar in that about three-fourths of each had never taken vocational courses on the outside, while slightly less than two-thirds of the nontaker group had never taken such courses on the outside.

Summary. In general, the inmates were young, had some kind of formal family attachments, had not had longevity on one job, and had not had previous experience on the outside with vocational courses.

FINDINGS FROM CROSS TABULATIONS OF QUESTIONNAIRE ITEMS IN TERMS OF THE FOUR PARTS OF THE QUESTIONNAIRE--DATA ANALYSIS

The inmate questionnaire was divided into five parts: 1) enrollment factors, 2) administration of vocational education, 3) quality of vocational education classes and services, 4) outcomes of vocational education, and 5) personal data. The findings from the first four parts are presented hereafter.

The format of the presentation is as follows: Within each part, exact questions, or a paraphrase of the questions, are provided. In some cases related questions are presented in order to more comprehensively impart the views of the inmates. Following each question is a narration of the findings. The findings are provided sequentially as they relate to the question and the items of each question.

In order to more easily relate the specific findings to each questionnaire item, a coding format has been established. Preceding most narrations is a number, followed by a set of parentheses. The parentheses contain a number which corresponds to the item number in the question. For example, where a number such as 24(47) appears, it means that the narration relates to Question 24, item 47, as identified by the coding box parentheses to which the number 47 is affixed.

Part I: Enrollment Factors

Q No. 1: What vocational education classes have you taken during your present prison term?

and

Q No. 33: In thinking of a job on the outside, how would you like each of the following work situations?

In general, most people (regardless of type of training) would like to work with people very much. Slightly fewer (but still more than half) would like very much to work with machines or skilled tools. Fewer than half seemed to like working with plants or animals very much.

To be more specific, fifty to one hundred percent of the inmates in each type of training would like very much to work with people. Hardly any inmates said they would not like to work with people at all.

With a few exceptions, 45%-80% of the inmates in each type of training would like very much to work with machines. Few inmates said they did not like to work with machines at all.

In most cases, the desire to work with skilled tools followed approximately the same pattern as for machines.

About 15%-50% of the inmates in all kinds of training would like very much to work with plants. Only 47% of those in landscape gardening like to work with plants very much. Percentages of all respondents "not liking plants at all" ranged from 0-70%.

The range of percentages on liking to work with animals was similar to that for working with plants.

Q No. 2: Please rate the reasons listed below that caused you to decide to take these vocational education classes. How important were each of these reasons to you?

2(11) Three-fourths of all the respondents considered the need to make money to support their family a very important reason for taking vocational education.

Achievers were predominant in listing the need to make money to support their family as a very important reason for taking the courses.

(Note: Nontakers were not asked Question No. 2.)

2(12) Similar patterns of answers (79% of all respondents) were apparent among all groups in declaring that "pleasing friends on the outside" was not important as a reason for taking vocational education classes. One hundred and fourteen of the inmates who were asked this item did not respond.

2(13) About 90% of the respondents rated as not important the reason "to join inmate friends on the inside." The three skill groups were similar in their patterns of rating; the number of inmates not responding was 119.

2(14) Forty-four percent of all inmates felt that getting a high school diploma was a very important reason for taking vocational training, while 40% said that this was not an important factor.

CCC inmates differed from those in other institutions in considering getting a high school diploma very important as a reason for taking vocational classes. About two-thirds of CCC inmates considered this reason very important, compared to less than half for most other groups.

(Note: A good percentage of the 40% who listed this as unimportant may already have had their high school diploma. That is, this may be a more significant response than the percentages indicate.)

2(15) Three-fourths of all inmates listed getting a job on the outside to their liking as a very important reason for taking vocational training.

The percentage of achievers listing future job satisfaction as a very important factor was slightly higher than the average for all respondents.

2(16) Rating patterns of the three groups were similar on qualification for an early parole as a cause for taking the classes. Three-fourths of the 382 respondents rated this reason very important.

A much lower percentage of CIM completers and achievers listed early parole qualifications as a very important reason for taking courses than their counterparts at CCI and CCC did.

2(17) Forty-four percent (154) of all inmates who answered this question gave "passing the time" little importance in their reasons for taking vocational training. On the other hand, 56% of the inmates (199) did state that passing time was a somewhat to very important reason for taking the course(s).

2(18) Receiving extra privileges had little to do with interesting most of the inmates in vocational training. Ninety-one percent of all inmates considered receiving extra privileges either not important or only somewhat important in their decision to take vocational training.

2(19) About 90% of the respondents considered somewhat or very important "helping them make it in civilian life" as a cause for taking vocational classes.

CCC inmates tended to rate the importance of vocational training to making it on the outside higher than those at CIM and CCI.

Vocational training in the context of the question was considered important by the groups as follows: achievers--83%; completers--77%; dropouts--69%.

2(20) Approximately 80% of all the inmates indicated that "showing that he could really do something" was a somewhat or very important reason for taking vocational training courses. Twenty-two percent, however, did not give this much importance in their reasons for taking courses.

CCC inmates gave much more significance to showing that they could really do something than the inmates of the other institutions.

2(21) Ratings of "to build confidence in yourself" as a reason for taking vocational classes were similar to those of the previous item, with about 80% of the 372 respondents rating it somewhat or very important; there was no major differences among groups or institutions.

2(22) Obtaining VA or Vocational Rehabilitation benefits played a small part in motivating inmates to take vocational training. Only 16% of all inmates considered additional benefits as a very important consideration in taking part in the classes. (Note: 112 of the inmates who were asked this question did not respond to this item.)

2(23) Only 124 inmates gave other reasons for taking vocational education classes. Of these 124, 42% gave reasons related to their personal improvement and 27% said they had no choice. There were no major differences among skill groups.

Q No. 35: How well do you think you will do in
getting this type of job on the outside
if you are one of many after the jobs?

35(20) Sixty percent (433) of all the respondents were confident of getting the type of job they wanted on the outside. Only 17% expressed doubts about being able to get the job they wanted.

Q No. 3: Do you think that there are jobs available
to you on the outside when you get out?

and

Q No. 9: Did you have a need to learn a trade while
inside?

3(24) and 9(6) A fourth (106) of all respondents to these questions thought that while jobs were available on the outside, they did not have a need to learn a trade.

Of 253 inmates who expressed a need to learn a trade, 70% also thought that jobs were available to them on the outside.

Q No. 9A: Did you have a need to learn a trade?
If you answered "yes" would you say this
need was...

and

Q No. 10A: Did you feel you had a personal need to gain recognition and respect? If you answered "yes" would you say this need was met through vocational education classes?

9(7) and 10(9) Forty-seven percent of all inmates said that their need to learn a trade while inside was probably or definitely met and also felt that their need for recognition and respect was probably or definitely met through vocational education classes.

Seventeen percent of all the inmates did not feel that their need to learn a trade or their need for recognition and respect was met through the vocational classes.

Q No. 3A: You may have learned about the different jobs that are available to you in various ways. Please circle a number for each possible way to show how important it was for you.

and

Q No. 26: Are institutional vocational education classes getting you and others ready to hold a job on the outside?

3(25) and 26(59) Regardless of how well inmates felt that the prison vocational classes told them about jobs, about 75% felt that family and friends on the outside had been an important way of finding out about available jobs.

3(29) and 26(59) The comparison of ratings of how well classes tell about the job market and how important prison teachers are in teaching about jobs showed a moderate consistency with patterns of response to other questions on the same topic. Thirty-three percent of the 562 respondents rated classes poor and teachers not important; but only 15% who rated classes medium or good rated teachers as a very important source of job information.

Q No. 3A: You may have learned about the different jobs that are available to you in various ways.

3(26) Friends on the inside were not an important source of information about jobs for 47% of all the inmates. On the other hand, 53% of the inmates did consider friends on the inside a very important way of learning about jobs available on the outside.

3(29) Fifty-two percent of nontakers considered teachers not an important source of information about job availability, compared to 35% of completers who considered teachers not an important source. (Dropouts and achievers fell in between, with 46% and 42% respectively, rating teachers not important.)

3(32) Overall, 77% of the 583 respondents said outside publications were somewhat or very important in learning about jobs available on the outside. Although differences were not substantial, slightly fewer (70%) of the CCI Minimum inmates rated outside publications somewhat or very important, and slightly more (83%) of the CIM inmates said somewhat or very important. Slightly more of the nontakers (83%) than of the other groups (70-75%) said outside publications were somewhat or very important.

3(34) Half of the CCC inmates rated self help groups very important in learning about jobs available on the outside, compared to one-third of the CCI Minimum inmates. (CIM and CCI Medium inmates were between the other two, with 42% and 39% respectively, rating self-help groups very important.) In terms of group differences, nontakers were most likely to rate self-help groups very important (48%), while achievers were least apt to rate self-help groups very important (35%).

Of all the respondents, 71% claimed that self-help groups were a somewhat or very important source of information about availability of jobs.

3(35) Very slight differences occurred in the ratings of the importance of prior employers in learning about jobs on the outside. CIM and CCI Medium inmates considered prior employers most important (with about 74% saying they were somewhat or very important), followed by CCC inmates (69%), and then CCI Minimum respondents (63%). In terms of groups, nontakers considered prior employers most important (76% said they were somewhat or very important), followed by dropouts (72%), and then completers and achievers (about 64%).

Q No. 3B: Please rate the following ways you may have learned the kinds of training that would be needed to move into one of these jobs. Please circle the number that shows how important each of the following was to you.

3(37) Friends and family on the outside were somewhat or very important to 82% of the inmates for learning about kinds of training that would be needed to obtain an available outside job.

3(39) Friends on the inside were somewhat or very important to half the inmates for learning the kinds of training needed to get jobs on the outside.

3(41) and 26(59) Half of the 314 inmates who rated classes poor when responding to question 26 and rated prison teachers not important sources; for learning about kinds of training only 5% of the 561 inmates who rated classes good also rated teachers very important.

Twenty-eight percent (28%) of the 561 men claimed that the teachers were a very important source in telling them about the kinds of training that would be needed.

3(44) and 26(60) Outside publications were somewhat or very important to 73% of the inmates in learning about the kinds of training needed for outside jobs. However, the vocational classes apparently were not a source for information about training, because 57% of the inmates responded that the classes did a poor job in this area.

3(46) Self-help groups were somewhat or very important to 66% of all the inmates in helping them to learn about the kinds of training needed to get outside work.

3(47) Institutional differences were not substantial in ratings of the importance of prior employers in learning about kinds of necessary job training. Sixty-seven percent of the men said that employers were a very important source of information. In terms of groups, nontakers considered prior employers most important (76% said they were somewhat or very important), followed by achievers and dropouts (63% and 65%, respectively), and then completers (59%).

Q No. 4: Please tell us what reasons influenced you
to stay in the classes you circled in

Question 1 as long as you have.

(All completers (257) and achievers (152) were asked 4(49) to(58).)

4(49) About 80% of both completer and achiever groups said that getting a job on the outside was a very important reason why they stayed in vocational classes.

4(50) About 53% of both completer and achiever groups rated gaining self-respect very important as a reason for staying in vocational classes.

4(51) Again, about the same amount (82%) of achievers and completers rated as very important "to support the family or yourself after release" for staying in vocational classes.

4(52) Completers and achievers were similar in ratings of the importance of "class made me think" as a reason for staying in vocational classes. About 77% of each group rated it as important or very important.

4(53) Fifty-five percent of both completer and achiever groups said that liking the teacher was a somewhat or very important reason for staying in the classes.

4(54) Completers and achievers were similar in ratings of the importance of "class was well planned" as a reason for staying in the class. Fifty-six percent of completers and 63% of achievers rated this reason as somewhat or very important.

4(55) Interesting material in the class was a somewhat or very important reason to 92% of both groups of inmates for staying in the classes.

4(56) Doing well in assignments and tests was a very important reason for staying in the classes for 58% of the achievers and completers and was somewhat important for 30% of these two groups.

4(57) Making the time pass easier was a very important reason for staying in class for 38% of all the inmates and somewhat important for another 37%, for an average total of 75%.

By groups, 72% of completers and 76% of achievers rated "making the time pass easier" a somewhat or very important reason for staying in the vocational classes.

4(58) The fact that they got along well with other inmates was an important reason for staying in class for 36% of the inmates and was somewhat important to another 38%.

Q No. 4A: If you have already left the training class and have received a certificate of achievement, please answer the following: We are interested in finding out why you did not go further with your vocational education classes. Please tell us how important the following reasons were in causing you to stop when (or where) you did. (All 49 achievers who left the program were asked 4(59) to 4(68).)

4(59) More than half the achievers (26) said that not having the time was somewhat or very important in their not going further with their vocational classes.

4(60) "Classes becoming too difficult" was not important as a reason for not going further with vocational education for 60% of the 48 achiever respondents.

4(61) Forty-four percent of the responding achievers (20) said that losing interest in the classes was not an important reason for not going further with the classes.

4(62) Nearly two-thirds of the achievers said that additional training was not needed.

4(64) Personal health was a very important reason for 20% (9 men) of the achievers in not continuing their classes. Seventy percent (70%) of the achievers did not list health as an important item in discontinuing their training.

4(65) Almost half (47%) of the 49 achiever respondents said that being put on parole was very important as a reason for not going further with the classes.

4(66) Fifty-nine percent of the 44 respondents said that being transferred to another institution was not important as a reason for not going further with vocational classes.

4(67) Half of the 48 respondents said that reassignment within the institution was not important as a reason for not going further with the classes. One-third said this reason was very important.

4(68) Of the 49 achievers, 65% said that "got all they could out of it" was a somewhat or very important reason for not going further with the classes.

Q No. 4: Please tell us how important the following reasons were in causing you to drop out of the vocational education classes that you circled in Question 1.

(All dropouts (53) were asked 4(49) to 4(67).)

4(49) Seventy-three percent of the 33 responding dropouts said that "classes being too difficult" was not important as a reason for dropping out of the vocational classes.

4(50) Of the 34 responding dropouts, 62% said that a somewhat or very important reason for dropping out of vocational classes was that the classes were not interesting.

4(51) Only about 40% of those who dropped out of the classes said that they were sure or fairly sure that the training offered was not needed.

4(52) Two-thirds of the 34 responding dropouts said that being behind in homework was not important as a reason for dropping out of classes.

4(53) Sixty-one percent of the respondents said "poorly planned classes" was a somewhat or very important reason for dropping out.

4(54) Being told by others that the training was a waste of time was a relatively minor factor in causing the dropouts to leave the training program.

4(55) Not liking the teacher was considered not important by 85% of the respondents as a reason for dropping out of the vocational classes.

4(56) Half of the dropouts said that the teacher not being well prepared was somewhat or very important as a reason for dropping out of the classes.

4(57) Fifty-four percent said that the teacher not caring was somewhat or very important as a reason for dropping out of the classes.

4(58) Personal health problems was somewhat or very important for causing 29% (10) of those questioned to drop out of the vocational training.

4(59) Sixty-six percent of the responding dropouts considered poor equipment a somewhat or very important reason for dropping out of vocational classes.

4(60) As in the previous question, 67% considered poor facilities as a somewhat or very important reason for dropping out of the classes.

4(61) Half the dropouts said that being out on parole was a somewhat or very important reason for causing them to leave the classes.

4(62) Two-thirds of the 34 responding dropouts said that being transferred to another institution was not important as a reason for dropping out of the vocational classes.

4(63) Fifty-three percent of the dropouts said that being reassigned within the institution was somewhat or very important as a reason for dropping out of the classes.

4(64) Fifty-three percent of the 36 responding dropouts said that "having gotten all they could out of it" was somewhat or very important as a reason for dropping out of the vocational class.

4(65) Sixty percent of the 35 responding dropouts said that not having enough time to continue was not important as a reason for dropping out of the vocational classes.

4(67) Although only 17 dropouts said they had talked with someone about their plans to drop out, 21 responded to the item regarding the outcome of the talk. Forty-eight percent of the 21 said they were encouraged to stay in.

Q No. 4B: What are you doing with the time that you now have since you dropped out of vocational education classes? (All 53 dropouts were asked 4(68) to 4(72).)

4(68) Since dropping out, a third of the inmates said recreation took up none of their time, a third said that recreation took up much of their time, and the remaining said that it took up only some of their time.

4(69) Eighty-two percent (28 out of 34) of the respondents said that general education was taking up some or much of their time since leaving the program.

4(70) Sixty percent of the 30 responding dropouts said that prison industry was taking up none of their time.

4(71) Two-thirds of the 29 respondents said that prison maintenance was taking up none of the time they had after dropping out of classes.

Q No. 5: Please tell us how important a person's age is in causing an inmate to enroll in vocational education training classes.

5(73) No significant differences were apparent among groups or institutions in responses to the importance of a person's age in causing an inmate to enroll in vocational classes. Of the 724 respondents, 43% rated age important or very important, while 40% rated age unimportant or very unimportant.

Q No. 6: Now tell us how important a person's race had to do with an inmate enrolling in the vocational education training classes.

6(75) Sixty-two percent of the 715 respondents indicated that a person's race was unimportant or very unimportant with respect to an inmate enrolling in the vocational training classes. The response pattern was the same for all four skill groups.

Q No. 7: Do inmates select certain vocational education classes on the basis of race?

7(77) Race, according to the responses, was not the basis for selection, by inmates, of certain vocational education classes. Taking all institutions into consideration, from 54% to 19% responded that race was not a factor. Only in the nontaker group at one institution (CIM) was the affirmative noteworthy, with 46% indicating that race was a factor and 54% indicating it was not.

Q No. 8: What is the effect of daily prison routine on enrollment in vocational education training classes?

In general, the daily prison routine appeared to have no effect on inmate enrollment in vocational education training classes. Of the 16 groups (four groups at four institutions) studied, 15 responded negatively above the 60% level.

Q No. 9: Did you have a need to learn a trade while inside?

9(6) Although differences among groups were not substantial, there were slight differences among institutions in "need to learn a trade." Overall, 71% (321) of the respondents claimed they had such a need. About three-fourths of CIM, CCI Medium and CCC respondents said they did have a need to learn a trade; about two-thirds of CCI Minimum said they had this need. (Nontakers did not answer this question.)

Q No. 9A: If you answered "yes": would you say this need was met?

9(7) Of the 323 inmates who answered this question, 63% said that their need to learn a trade while inside was probably or definitely met. However, if the total number of inmates (462) who had taken institutional vocational classes were used in the computation, then there is only 43% whose need to learn a trade is satisfied. Completers' and achievers' responses were similar to the overall pattern, but only 39% of the dropouts responding said their need to learn a trade had probably or definitely been met.

Q No. 10: Did you feel you had a personal need
to gain recognition and respect?

10(8) Fifty-eight percent of the 443 inmates who answered this question did not feel that they had a personal need to gain recognition and respect.

All the groups (except nontakers, who did not get this question) were fairly close in their response to this question.

Q No. 10A: IF YOU ANSWERED "YES": Would you say
this need was met through vocational
education classes?

10(9) Of those inmates (185-210) who felt a personal need for recognition and respect, 115 thought this need was probably met or definitely met while 23% felt that it was definitely not met through vocational training.

Dropouts as a group took the position that their needs were definitely not met.

CCI dropouts were particularly critical of the ability of vocational training to meet their needs.

Q No. 11: How did you feel your need to pass the
time more easily was met through

vocational education classes?

11(10) Almost two-thirds, or 273, of the inmates felt that their need to pass the time more easily was probably or definitely met by the vocational education classes. Twenty-two percent of the inmates said that this need was probably or definitely not met.

Dropouts (31%) took a somewhat stronger position: their needs definitely were not met. This question was not asked of nontakers.

Q No. 12: Do some inmates pass up the chance to take a vocational education training class because it is not offered at a prison they want to go to?

12(11) A very significant 80% of all inmates felt that the chance to take a vocational educational training class is passed up because it is not offered at a prison they want to go to.

Q No. 13: Do you feel that the classification system that operates within this institution hurts your chances to take the kinds of vocational education classes you want?

13(13) Of the 390 respondents who gave reasons why the classification system hurts their chances to take desired classes, 22% indicated that no choice was given and 42%

suggested that classification was an institutional decision irrespective of inmates' desires. The dropouts and completers were slightly more inclined to give the latter reason than the nontakers and achievers.

Q No. 14: Do you think that current parole requirements and procedures might limit some inmates' chances to get a job before their parole date?

14(14) Almost two-thirds (61%) of all respondents felt that current parole requirements probably or definitely limited their chances to get a job before their parole date. Only 14% stated that their chances were probably or definitely not limited by current parole requirements.

14(15) Of the 400 inmates responding to this question, 30% gave reasons like "parole date uncertain" or "jobs don't wait" and another 30% cited restrictive parole requirements as reasons why they felt current parole procedures might limit some inmates' chances to get a job before their parole date. While differences between groups were not substantial, dropouts and nontakers were slightly more inclined to cite restrictive parole requirements and completers and achievers slightly less inclined to cite this reason.

Part II: Administration of Vocational Education

Q No. 15: Below are some reasons the institution might provide vocational education classes for you. Please tell us how important these reasons are by circling a number for each reason.

15(16) Getting a job that makes a person proud was considered a somewhat or very important reason for providing vocational education classes by 61% of all inmates surveyed. Twenty-nine percent did not consider this an important reason.

CCI Minimum nontakers differed considerably from the average on this question with 64% stating that this was not important.

15(17) Seventy-one percent of all inmates agreed that vocational education might be provided because it was very important to help them make it on the outside. While most groups were in agreement, the CCI Minimum completers differed from the average in their responses. Only 36% of the CCI Minimum completers rated helping inmates to make it on the outside as a very important reason for providing vocational education classes. Forty-seven percent of the CCI Minimum completers said that this was not an important reason for providing classes, compared to the overall average of only 14%.

15(18) Almost two-thirds of all inmates did not consider making the Department of Corrections look good as an important reason for providing vocational classes.

CCI Minimum and Medium dropouts were very high in their agreement that this was not an important reason for providing the training.

Further, 59% of the completers rated this reason not important compared to 75% of the dropouts and 68% of the nontakers and achievers.

15(19) Patterns of responses to "experimenting with training programs" as a reason for the institution to provide vocational classes did not differ among skill groups or among institutions. Overall, 44% rated it not important and 56% rated it a somewhat or very important reason.

15(20) About 72% of the groups rated as somewhat or very important the reason "to keep you busy while you are here" for providing vocational education classes. Differences between groups were not substantial.

15(21) Two-thirds of all the inmates did not consider making work for the teachers very important as a reason for providing vocational classes.

Making work for the teachers was considered less important by dropouts and nontakers; 66% and 72% of these groups, respectively, rated this reason not important as opposed to 61% of completers and achievers.

15(22) Boosting the morale of inmates was rated important by slightly less than half of the dropout, completer, and nontaker groups; the achievers considered this reason somewhat less important (39% rating it important). However, 47% of the men indicated that morale building was a reason.

15(23) Providing classes as society's way of reforming inmates was rated not important by slightly over half of the 650 respondents. The skill groups did not differ substantially from the overall pattern of responses.

Q No. 16: Do inmates at this institution have enough time for vocational education classes, or do other prison activities, such as recreation, keep them out of vocational education classes?

16(25) Half the 700 respondents said they were given all the time they need for vocational education; however, 42% said that only some are given enough time and others not.

Q No. 16A: IF OTHER ACTIVITIES ARE A PROBLEM: Name these activities...

16(26) Although only 46 inmates felt that other activities "keep inmates out of vocational classes," 145 responded to the question of what were the activities that were a problem. One-third of these indicated that work assignments have preference over school.

Q No. 16B: What is the effect of inmate gangs or political organizations on prohibiting inmates from enrolling in vocational education training classes?

16(28) A response ranging from 70% to 92% overwhelmingly indicated that inmate gangs or political organizations do not keep other inmates from enrolling in the classes offered. Of note may be the average negative response for each group: nontakers--73%, dropouts--78%, achievers--89%, completers--85%.

Q No. 17: How would you rate other ways vocational education classes might be made available to inmates?

17(29) Sixty-nine percent of all inmates felt that it would be very desirable to have classes offered inside the institution by teachers from some college or trade school. Only 8% did not think this was a good idea.

17(30) No differences were found among groups or institutions in ratings of desirability of having classes offered by mail. Seventy percent of the 629 respondents rated this either somewhat or very desirable.

Q No. 18: Who should manage the prison's vocational education programs?

18(32) Ninety-seven percent of all respondents preferred that an outside agency manage the vocational programs. Only 3% favored management by prison officials. All groups were in close agreement concerning their desire for outside management.

18(33) Of the 612 respondents, 78% answered either that outside groups were more effective or relevant or that prison officials don't relate or don't care. The response patterns of most of the groups resembled the average; however, most of the CCC achiever group (63% as opposed to an average 40% of the total respondents) gave responses indicating the positive aspects of outside management rather than the negative aspects of prison administration.

Q No. 19: What are your feelings about the use of the vocational education staff?

19(34) Approximately one-third of all inmates who responded thought it a good idea to keep present teachers on full time. Another 39% were uncertain as to the merits of keeping present teachers on full time.

Fewer inmates at CCI thought keeping the present teachers on full time was a good suggestion compared to the respondents as a whole. However, inmates at CCC were more favorable than average toward keeping their present teachers on full time.

19(35) Three-quarters of all the inmates felt that it was a good idea to keep the present teachers but also have teachers from outside colleges and trade schools come in to assist in the teaching.

19(36) Two-thirds of all the inmates felt it was a good idea to keep the present teachers on but also have employers from the outside come in to assist in the teaching.

19(37) Less than one-third of all the inmates thought well of the idea that inmates assist the present teachers. Almost 40% thought that having the inmates help the present teachers was a poor idea.

19(38) Half the inmates thought it a very good suggestion to exchange all teachers on a regular basis with teachers from the outside. Only 22% felt that this was a poor suggestion.

19(39) Only 15% of all the inmates thought that it was a good suggestion to keep none of the present teachers while 44% felt that this was a poor idea. In general, all groups responded that it was either a poor or uncertain idea to keep none of the present teaching staff.

Q No. 20: Have you, or any of your fellow inmates (such as inmate committees), been asked to help plan the vocational education classes in this institution?

20(40) Groups and institutions were relatively similar in responses to whether respondents or their friends had been asked to help plan vocational classes--around 90% indicated they had not been asked. Sixteen nontakers at CCC indicated that they were asked to help plan vocational classes.

20(41) Although only 65 inmates indicated they or their friends had been asked to help plan classes, 190 responded to the question of whether their suggestions had been used. Three-fourths of these 190 said their suggestions had not been used.

More inmates at CCC felt that their suggestions were used than did inmates at other institutions.

Q No. 22: Do you thing ex-inmates who have made it well on the outside should be asked to help plan programs?

22(44) Of the 729 respondents, 82% felt that ex-inmates who have "made it well on the outside" probably or definitely should be asked to help plan programs.

Q No. 23: What vocational training classes should be added at this place?

23(45) Approximately half of the inmates suggested classes which should be added to the vocational training program. The suggestions were so diverse that they were not coded.

Part III: Quality of Vocational Education Classes And Services

Q No. 24: Please rate institutional vocational education classes in terms of preparing you for a job.

24(46) Of the total group, 38% considered training for job preparation poor, while 43% considered this training of medium quality. Only 20% considered the job preparation training good.

Some achievers tended to rate the training higher than other groups. In particular, the CCC achievers and CCI Medium achievers gave higher ratings to their job preparation training. Completers were slightly negative as a total group in their feelings about job preparation training. Nontakers, as might be expected, were more negative than completers and achievers in rating the quality of job preparation training.

Although achievers at CCI Medium rated their training high, overall the inmates at CCI appear to be somewhat more negative toward job preparation training than those at other institutions.

24(47) Fifty-seven percent of all inmates considered the equipment used in vocational training classes poor. However, 12% rated the equipment good. Inmates at CCI rated equipment poorer than did inmates at the other institutions.

24(48) No substantial differences among the four skill groups or among the four institutions were apparent in ratings of vocational education facilities. Of the 706 inmates responding, 45% rated facilities poor and 41% rated them medium. The CCI Minimum achievers and the CCI Medium non-takers, however, tended to rate facilities slightly lower than the other fourteen groups did.

24(49) Generally, the inmates rated their teachers better than the training itself with approximately half (49%) giving a medium rating to the teachers. Poor and good ratings split the remaining 51% of the inmates' responses.

A large percent (about 37%) of all achievers gave their teachers a good rating.

24(50) Ways of teaching were rated poor to medium by all the inmates. Forty-four percent felt ways of teaching were poor, 40% felt they were of medium quality, and 17% felt they were good.

There were, however, some interesting group differences. CCI Medium achievers rated the ways of teaching generally higher than CCI Minimum achievers. For example, 39% of the CCI Medium achievers rated the ways of teaching as good, but only 19% of the CCI Minimum achievers gave the ways of teaching a good rating.

From another perspective, 61% of the CCI Medium completers and 57% of the Minimum completers rated ways of teaching as poor, but only 23% of the CCI Medium achievers and 32% of the Minimum achievers rated ways of teaching as poor.

Q No. 25: Could you get each of the following things when you needed them in vocational education classes:

a. tools and equipment...

25(51) The dropouts, completers, and achievers were relatively similar in their answers to whether they could get tools and equipment when they needed them in classes: about one-third answered that they could seldom get them, while about two-thirds said they could get them most of the time or almost always. (Nontakers did not answer this question.)

b. work materials, supplies, etc....

25(52) Again, the dropouts, completers, and achievers gave similar responses. Overall, 41% of the 429 respondents said they seldom could get work materials, supplies, etc. when they needed them in vocational classes; 59% said they could get work materials most of the time or "like clockwork."

c. books, worksheets....

25(53) Overall, one-third of the 437 respondents said they seldom could get books and worksheets; 45% indicated they could get books and worksheets most of the time when they needed them for vocational classes. Dropouts, achievers, and completers did not have substantially different response patterns. (Nontakers did not answer this question.)

In general, CCI Minimum inmates seemed less able to obtain supplies and other items than inmates at the other three study sites.

Q No. 26: Are institutional vocational education classes getting you and others ready to hold a job on the outside?

26(54) The groups as a whole were quite negative in their assessment of vocational programming as a help in filling out job applications. Sixty-one percent felt this help was poor with only 11% of the inmates giving it a favorable rating.

Although inmates at CCI Minimum were somewhat more negative, there was, by and large, agreement among the groups with little deviation between any one group and the average.

26(55) The response from all inmates was negative regarding the training for job interviews. Two-thirds of all inmates considered the training for job interviews as poor with only 8% giving it a favorable rating.

The groups were in close agreement in their negative rating of job interview training.

26(56) In the opinion of inmates, the preparation for helping a person get along with his fellow workers was mostly medium to poor for all the inmates. Thirty-seven percent indicated this preparation was poor with 43% rating the preparation as medium. Although the groups were, on the whole, in agreement, two groups tended to be more negative; dropouts and nontakers gave poorer ratings to this instructional area than did completers and achievers.

26(57) Forty-one percent of all inmates considered the training to get along with supervisors poor and another 40% felt it was of medium quality.

Nontakers and dropouts were more negative than completers and achievers in their opinion of such training.

The inmates of CCI were more negative than those of other institutions regarding the preparation to get along with supervisors.

At CCC, the nontakers were considerably more negative than the achievers in their ratings. Fifty-three percent of the nontakers rated the training poor while only 27% of the achievers gave it poor ratings.

26(58) The judgment by all the inmates of preparation to talk over personal problems with an employer was mostly negative with 62% rating this aspect poor. Only 11% of all inmates appraised this training as good.

Within CCI Medium, there was a significant difference between nontakers, dropouts, and completers as a group and achievers. The poor ratings were 81%, 76%, 74%, and 43% respectively.

The inmates at CCI were more negative than those of the other institutions.

26(59) Only slight deviations in group responses were noticeable from the overall pattern of responses where 58% of the 684 total respondents rated as poor "telling a person what is happening in the job market" and 31% rated that aspect of training medium. The nontaker groups gave somewhat more negative ratings: 67% of the 259 nontaker respondents rated as poor that aspect of training. The dropout groups were somewhat more favorable, with only 48% giving poor ratings.

CCI Medium nontakers and Minimum nontakers were very negative in their opinion of training about the job market. The poor ratings of these two groups were 71% and 79% respectively, compared to the 58% average for all other groups.

26(60) The teaching of skills for getting and advancing on the job was appraised, by and large, as poor by all the inmates. Half gave this training a poor rating with only 15% rating it good.

The inmates at CCC were quite a bit less negative than the other institutions in their judgment of the training to help them get jobs and advance.

26(61) The valuation of the inmates of the preparation for job hunting was mostly poor. Sixty-two percent gave it poor marks with only 10% of the inmates regarding this instruction as good.

The inmates of CCI were slightly more negative regarding preparation for job hunting than the inmates at the other institutions.

26(62) Preparation to know work habits an employer will respect was considered poor to medium by all the inmates.

Forty-three percent of all inmates judged work habit training as poor, while 19% gave it a good rating.

Nontakers and dropouts rated preparation for good work habits more negatively than did the achievers and completers.

26(63) The 703 ratings of "preparation to cope with the stress of putting out good work all the time" were distributed as follows: 47% poor, 34% medium, 19% good.

No substantial differences were apparent among institutions.

The achiever groups were more positive than the other skill groups, with 63% of the 144 achievers giving this aspect of training medium or good ratings; the nontaker groups were more negative with 57% of the 264 nontakers giving it poor ratings.

Q No. 52: Have you ever taken vocational education classes on the outside?

and

How much did you like these classes?

52(32) and (34) Although only 220 of the inmates indicated, in a previous question, that they had taken vocational education courses on the outside, 274 responded to the question asking how much they liked the classes. Based on these 274 inmates, the four groups were very similar in their patterns of responses; about 62% liked the outside vocational classes very much, while only about 7% did not like them at all.

Q No. 27: How would you rate the prison counselors
in terms of their encouraging your
interest in vocational education?

and

Q No. 30: How often do you meet with a counselor
from this institution about your job future?

27(64) and 30(74) Of the 25 inmates who meet with a counselor at least once a week, two-thirds rated the counselors good or neither good nor bad in terms of their encouraging interest in vocational education. Of the 428 who had never met with a counselor, two-thirds rated counselors as very poor or poor and one-fourth rated them as neither good or bad.

Q No. 28: Have you told your friends that it
would be good for them to take vocational education classes at this
institution?

28(65) Approximately half (369) of the 710 inmates who responded to this question had told their friends that it would be good for them to take vocational education classes at this institution.

28(66) Of the 332 respondents indicating why they had not told their friends it would be good for them to take prison vocational classes, 17% said their friends could choose for themselves and 33% (110) said that it was because the education was better elsewhere, or that teachers in other institutions were more competent. The achievers were much more likely to cite the former reason (37% of the achievers), while the nontakers (38%) cited the latter reason.

Q No. 29: How would you rate the following things that may be useful to get men to take vocational education classes here and stay in them until they have completed the classes?

29(67) Three-fourths of the 712 answering this question indicated that offering classes "that give a man a chance to show he can really do something" would be very important in getting men to take and stay in vocational education classes.

29(68) Having teachers who know their subject and can teach it to others was rated by 82% of the 702 respondents as very important in getting men to take vocational education classes.

29(69), (70), (71), and (72) Approximately 80% of the respondents declared that suitable classrooms, books, equipment, proper counseling, and extra tutoring were important. Only about 6% considered these factors unimportant in getting inmates to take and stay in vocational classes.

29(73) Only 142 inmates responded to this question, which asked for other important ideas for getting men to take classes. Ten percent of these respondents said that completing a trade helps a man find employment. Most responses (80%) were in the "miscellaneous" category.

Q No. 31: How often do you feel the administration uses vocational education classes for prison maintenance or personal?

31(76) Inmates expressed a wide range of feelings concerning how often they thought vocational education classes were used by the administration for prison maintenance or personal use. As a group, the dropouts expressed the widest range in response. The plurality at three institutions responded that classes were used this way often to very often; however, some at each responded that this occurred very seldom. The completers were more decisive as a group with a general response that such utilization occurred often or very often. The nontaker group generally responded "often" to "very often"; however, a large number at two institutions contrarily responded that administrative use of classes occurred seldom. The achievers generally responded that such useage happened often to very often.

Part IV: Outcomes of Vocational Education

Q No. 32: We have listed some possible payoffs in preparing a person for a job once he is released.

How important is each of the following payoffs?

32(6) Eighty-five percent of the 698 inmates answering the question indicated that in preparing for a job the payoff of making money to support a family was very important to them.

About 91% of the dropouts and nontakers rated this possible payoff very important, as opposed to 78% of the completers and 85% of the achievers.

32(7) On ratings of "helping inmates make it in civilian life" as a possible payoff, there seemed to be no major institutional differences. Overall, about 84% of the respondents rated this possible payoff very important.

About 89% of the dropouts and nontakers considered it very important, whereas 77% of the completers and 83% of the achievers said it was very important.

32(8) Eighty-three percent of the 682 respondents felt that the payoof "so that he could show that he could really do something" was somewhat or very important.

Dropouts (69%) said this payoff was very important while nontakers (63) considered it somewhat more important than completers (49%) or achievers (46%) did.

32(9) Building self-confidence was rated as a somewhat or very important benefit of job preparation for 82% of all inmates, but was not important to 18% of the inmates.

Nontakers and dropouts gave more weight to the importance of building self-conficence than did the inmates as a whole. That is, about 68% of the dropouts and nontakers considered building confidence in oneself very important as a possible payoff, while about 50% of the completers and achievers considered it very important.

32(10) One hundred and thirty-nine inmates suggested other payoffs; 19 of these listed early parole as an important benefit.

Q No. 34: Tell us about the type of job you want when you are paroled.

34(18) Inmates from the four institutions did not seem to differ in the types of jobs they wanted when paroled. Overall, 57% of the respondents wanted skilled jobs.

Completers and achievers were similar in the types of jobs they want when paroled: primarily 64% wanted skilled jobs with 10% designating both technical and semiskilled jobs. Dropouts wanted mainly technical (25%) and skilled jobs (39%). Most nontakers wanted skilled jobs (51%) or had plans to do something else (22%).

Q No. 36: Have your ideas about a job changed since you took one of the vocational education classes at this place?

36)21) No major institution differences were apparent in responses to whether inmates had changed their ideas about jobs since taking vocational classes. Slight group differences were found. Overall, 60% of the 441 respondents said their ideas had not or definitely had not changed. (Nontakers did not answer this question.)

36(22) Dropouts were more likely to say their ideas about a job had not changed since taking a vocational education class than the other groups were. Seventy-six percent of the dropouts said no or definitely no, while about 57% of the completers and achievers said no or definitely no.

Q No. 37: Do each of the following statements describe a person who has been successful in vocational education classes?

37(23) The view that a person who has been successful in vocational education classes puts in the total time needed to complete the class is shared by 47% of all the inmates. Twenty percent of all inmates did not feel that a successful student was one who put in the total time needed to complete the class.

37(24) Fifty-four percent of all inmates described a person who has been successful in vocational education classes as one who puts in enough time to learn the skill. Another 13% was in total disagreement with the above, and the remaining 34% specified "maybe."

CIM and CCI Medium achievers placed more significance on putting in enough time to learn the skill than did the other inmates.

37(25) Getting an "A" in the class was thought to be a measure of the successful student by only a third of all the inmates. Twenty-two percent did not consider getting an "A" necessarily indicative of a successful student.

More dropouts considered getting an "A" a measure of the successful student.

37(26) One-fourth of the inmates would describe a person as successful in the vocational classes if he got a "B" in the class, while 21% did not feel this way.

37(27) About one-fourth of the inmates (176) would describe a person as successful in vocational education classes if he got an early parole. Forty percent would not describe an early parolee as successful in vocational training. Curiously, if those that indicated "maybe" and "yes" to this question were combined, then there were 60% who said that an early parole was a sign of success.

Q No. 52: Have you ever taken vocational education classes on the outside?

and

Q No. 24: Please rate institutional vocational education classes in terms of preparing you for a job. Would you say that each of the following is poor, medium, or good?

52(34) and 24(46) Sixty-five (24%) of the inmates who liked outside classes very much also thought that training in prison classes was poor; seventy (26%) who liked outside classes very much also thought training was medium.

52(34) and 24(49) Inmates who liked outside classes were most likely to rate teachers medium: 42% of those liking outside classes thought teachers were medium. However, forty-five percent of all 264 respondents who liked the outside vocational classes very much, also felt that the prison vocational teachers were poor or medium.

52(34) and 24(50) Thirty-nine percent of all inmates who liked outside vocational courses somewhat or very much also claimed that the vocational instructors at the prison were poor.

CONSISTENCY OF RESPONSES

The analysis of responses indicated the inmates were responsive to the content of the questionnaire. Responsiveness within this context meant that the respondents answered most of the questions and that their answers were consistent. For example, consistency of inmates' answers to Item 34 in Question 19 with a similar Item 49 in Question 24 was established when 56.6% responded the same way. That is, 56.6% of the inmates responded the same way to these similar items. The association of these responses was significant at the 0.05 level. Further analysis of the items in Question 24 with Question 19 continued to show substantial consistency of inmate response.

Another example: when two other questionnaire items were compared, the following was found. Both 84% of the inmates who rated institutional job training as poor and 55% who rated job training as medium rated as poor the preparation to "talk openly about personal problems on the job." Overall, there was moderate (55%) consistency on ratings of these two aspects of training. Furthermore, there was 92% consistency on these aspects of training if the respondents who differed between answers (those who indicated medium on one item and those who indicated poor on the other similar questionnaire item) were tabulated.

Other questions were similarly analyzed of subjected to analysis of variance to determine consistency or main effects. In all but a few cases, consistency was maintained.

AGE, INSTITUTION, AND GROUP DIFFERENCES

Age Differences

Recent literature on corrections described age groups of inmates as a primary factor to consider in the rehabilitation process because age cohorts differ in attitudes towards habilitation and return to society. Analysis of variance procedures were therefore used to determine whether there were age differences (main effect) in responses to nine composite variables(Com). The composite variables were formed by adding the coded responses to one or more questions which clustered around (or were similar to) each of nine composites which were considered especially important.

Each composite had its own unique content. For example, the "institutional routines" composite was formed by adding the coded responses to questions 8 and 16. The unique content of these questions for Com 1 was institutional procedures and routines. An inmate's responses were included in a composite only if the inmate had answered all questions involved. Three age groups were compared in the analyses: under 30, 30-39, 40 and over.

Com 1=Q8+Q16Item25 Institutional Routines

Age groups did not differ significantly on ratings of whether institutional routines affect the possibility of taking vocational courses. Responses could range from 2 (no effect of prison routines) to 5 (routines interfere); the average of the 664 respondents was 3.2, suggesting some but not overwhelming interference from prison routines.

Com 2=Q13+Q14 Administrative rules or regulations

Significant age differences were found in responses to whether administrative rules or regulations limited chances to take desired vocational classes or to get jobs before parole dates. An inverse linear relationship was found, indicating that the younger the inmate, the more he felt administrative rules limit his chances. However, the average responses for all three age groups fell between 7 and 8 (on a 2-10 scale), indicating a relatively negative view of administrative rules. Because the difference in average response was only .6 between the youngest and oldest groups, interpretation of the difference becomes somewhat difficult.

Com 3=Q17+Q18+Q19 Educational Services or Management

Age groups did not differ significantly in responses to suggestions for educational services or management. The average composite rating was 22 on a scale ranging from 10 to 29, indicating that all age groups were calling for changes in educational management and instructional staff.

Com 4=Q20+Q21 Inmate Planning

No significant age differences were found in the inmate planning composite. Responses could range from 2 (general unimportance of and uninvolvement in) to 7 (importance of and involvement in); the average of the 598 respondents was 5, thus indicating a desire for inmate planning.

Com 5=Q29+Q24+Q26 Quality of Vocational Training Programs

Again, no age differences were found in overall ratings of the quality of the vocational programs. The average response was midway (42) on the scale from poor quality (21) to good quality (63). Apparently, the quality of the program does not evince those characteristics that would attract or repel inmates. Likewise, the programs might not possess the holding power that would reduce the number of inmate terminations.

Com 6=Q15+Q31 Reasons for Providing Vocational Training

The average response fell about midway (19) along the possible range of 9 (reasons suggested were not important or not often) to 29 (reasons were very important very often). No significant age differences or trends were found.

Com 7=Q26 Class Preparation for Employment

Age differences were not significant in overall responses to what inmates get out of classes in terms of getting them ready to hold a job on the outside. On a scale of 10 to 30, the average rating (16) fell at the low end, indicating that in general the inmates do not get much out of classes on the scaled items.

Com 8=Q32 Payoffs of Job Preparation

Inmates generally felt that the suggested payoffs were important, with an average composite rating of 10 on a scale of 4 to 12. No significant age differences were found.

Com 9=Q3Item24+Q35 Ability to Get a Job

Significant age group differences were found in what inmates thought their chances were of getting a job on the outside. A slight linear trend was apparent: the older the inmate, the greater he thought were his chances to get a job. However, the difference between youngest and oldest groups was only .6 on a scale of 2 to 7, thus somewhat limiting interpretation; all groups had composite averages between 5 and 6, indicating some confidence in ability to get a job.

In summary, there were few differences, according to the analysis of variance, in the way the different age groups responded to the composites of questions. Of the nine composites considered, there were significant age differences only in "ability to get a job" (with older inmates more confident of getting jobs on the outside) and "administrative rules and regulations" (with older inmates less affected by administrative rules).

Institutional and Group Differences

Anova procedures on the above nine composite scores were also used to determine whether there were significant differences among the four institutions, among the four groups, and the possibility of an interaction between the institutions and the groups. The rationale for these analyses was to find out if an institution or group should be treated separately.

Four significant differences among institutions were detected. In three cases CCI Minimum was significantly different from the other three institutions (which were similar to their average responses). First, inmates in this institution responded that there was more institutional routine interference (Com 1). Second, they noted that there were more limitations by administrative rules or regulations which hindered inmates from taking desired vocational classes or from getting jobs before parole dates (Com 2). Third, respondents in this institution pointed out much more strongly that inmates do not get much out of classes in terms of being ready to hold a job on the outside (Com 7). The fourth significant difference was that inmates at CCC rated the quality of vocational programs (Com 5) higher than the inmates in the other three institutions did.

Only two significant differences among groups. These were found among the average responses on Com 7 and Com 8. Nontakers, as expected, when compared to the other three groups, indicated that the classes were not getting them ready to hold a job on the outside (Com 7). This finding verified again the reliability of the responses. Completers and achievers noted a lower average response than the other two groups in terms of their general feeling of the importance of the suggested payoffs of job preparation (Com 8). That is, completers and achievers minimized the positive effects of current vocational preparation for them.

The results showed one significant interaction on the average responses to Com 3 which reflected the inmates' suggestions for educational services or management. The sources of this interaction were the dropouts and the achievers in CIM who wanted more changes in educational management and instructional staff, and nontakers and dropouts in CCI Minimum who were not as interested in such changes.

Overall, the differences in average responses, in each of the cases in which significant differences were found, were not very large and, therefore, limited the interpretation of these differences. The tendency for significance does reflect some differences that should be analyzed further.

Summary

As was stated previously, respondents to the questionnaire were inmates from four institutions who volunteered to answer the questionnaire. Because of the large mobility of inmates among institutions it seems safe to suggest that this sample represents a cross section of those inmates who would volunteer in other institutions. Further, because of the similarity of the pattern of responses to individual questions and of the average response to the nine composites of questions in terms of age, institutions, and groups, the results can be generalized to the whole population of volunteer inmates who want or are interested in vocational programs.

Section III

Parolee, Employer, and Parole Officer Surveys

This part of the study was structured to explore the possible facilitating and inhibiting factors experienced by a random sample of parolees, employers, and parole officers. The staff anticipated in identification of those factors which had influenced the parolees in getting and keeping a job which made use of employment skills acquired from their institutional vocational training program.

STUDY DESIGN

The design called for two urban groups--one from a northern urban area and one from a southern urban area--on the rationale that most parolees will seek employment in urban areas. Thus, the San Francisco and Los Angeles metropolitan areas were selected. Each group was to contain twenty-five parolees who had been employed in the area of their institutional vocational training (or a related area) for six months or more, twenty-five parolees who had been employed or not employed in the area of their institutional vocational training, ten employers or supervisors who had worked with parolees, and ten parole officers who had tried to assist parolees to secure jobs in the area of their institutional vocational training.

According to the report of December, 1974, of the Parole Follow-up Unit, Research Division, there were 76 individuals who were classified as vocational education parolees with six or more months of employment in the area of their training. Also, there were 254 vocational education parolees not employed in the area of their training. A like number for each group was suggested for 1975. Thus, the design called for a sampling of approximately 66% of the first group and 20% of the second.

PAROLEE, EMPLOYER - PAROLE OFFICER SURVEY INSTRUMENTS

The parolee questionnaire, as well as the employer-parole officer questionnaire, was developed after reviewing the literature, consulting with a variety of resource people, and obtaining suggestions from a panel of knowledgeabel individuals.

After pilot testing and revision, the final questionnaire was distributed to the parole offices by March 28, 1975.

The questionnaire was divided into two sections: getting a job and keeping a job. All of the questionnaire items were neutralized. That is, value statements, for the most part, were removed from the questionnaire items. Thus the respondent could, from his or her experience, indicate whether a particular item represented a facilitating or inhibiting factor and to what degree.

PAROLEE, EMPLOYER - PAROLE OFFICER SURVEYS--DATA COLLECTION

Personnel from the CDC Central Office and the Regional Office in San Francisco acted as coordinators on this phase of the study.

Lists of parolees were obtained, at the inception, from the Central Office. The parolees were to have certain characteristics: All parolees were to have completed an institutional vocational training program; half of them were to have been employed six or more months in the area of their training program while the other half were to have been otherwise employed or unemployed. Participating employers and parole officers were selected (by the coordinators) on the basis of having worked with parolees who had completed their prison vocational training programs.

Kits containing a cover letter, questionnaire, and return-stamped envelope were sent to the coordinators who in turn gave them to parole officers to hand deliver to the designated parolees and employers.

After the stipulated return date elapsed, follow-up procedures were instituted through the coordinators.

NUMBER OF QUESTIONNAIRES SUBJECTED TO DATA ANALYSIS

After a one month period, the response to the questionnaires was as follows:

	North		South	
	Expected	Received	Expected	Received
Parolees-In area of training	(25)	5	(25)	15
Parolees-Out of area	(25)	2	(25)	12
Employers	(10)	1	(10)	10
Parole Officers	(10)	6	(10)	10
Total:	70	14	70	47

Sixty-one questionnaires out of 140 were received for a 43% return rate.

Of the fourteen responding parolees whose names were submitted as being employed out of their area of training or unemployed, two were employed in their area of training. On the other hand, of the 20 alleged to be employed in the area of their training, 13 were so employed. Further, of this 13, only 10 had been employed six or more months.

Although additional follow-up plans were prepared, the staff of the CDC Division of Education Services felt that the completion dates for the project should not be extended because of the unlikelihood that additional responses would be obtained. This phase of the study was terminated in late May of 1975.

DATA ANALYSIS OF PAROLEE, EMPLOYER, AND PAROLE OFFICER RESPONSES

Because this phase was terminated prior to obtaining the planned number of responses, the following information should be only superficially considered in deliberations affecting proposed approaches to the issue of the facilitating and inhibiting factors confronting parolees. At best, the information represents the experiences of 61 people.

After tabulating the answers to each question for each type of respondent, the results were analyzed to locate the major facilitating and inhibiting factors in getting a job, and in keeping a job. Except for the question of the effect of high unemployment in the parolee's neighborhood (parolees felt that it was a slight facilitating factor for them, while parole officers and employers felt it to be an inhibiting factor), parolees, parole officers/agents, and employers agreed on all questions to a substantial degree. Allowing for variation of opinion on any single factor identified by a question, the total response to the questionnaires revealed almost complete agreement in identifying which factors were most important.

The greatest facilitating factor, according to the combined results averaged from all respondents, was identified as the parolee's knowledge about where to look for a job. (See Question No. 6 in the section titled Getting a Job.) Additional vocational training after prison (Question No. 29) also received a very high positive rating. These two factors were the greatest help, when provided, in making the parolee's adjustment to the world of work a success

The greatest inhibiting factor in getting a job, according to the combined averages from all respondents, was identified as the State licensing laws that restrict certain types of employment (Question No. 32). The questions concerning drug and alcohol use (Questions No. 12 and 13) also received responses which established them as inhibiting factors.

There were a number of other well-responded-to questions in the section concerned with job acquisition. Quality of health, which apparently degenerated while in prison, presented some problems. Assistance from parole officers and government agencies, financial help between the time of release and the first job, the vocational training taken in prison, and past education were selected by all respondents as major factors which could facilitate job acquisition, if provided.

This protrait of the post-release condition of most parolees is virtually identical to that depicted in many research studies, and confirmed one of the study team's hypotheses, that the questionnaire would tend to support the findings of other studies.

Of special importance to those concerned with vocational training in prisons is the response to the question about the effect of vocational classes taken in prison. This item (Question No. 7) received a very strong response as a facilitating factor, despite numerous complaints and criticisms of these programs.

The responses to the questions concerning keeping a job showed the importance of the relationships among the parolee and his employer, supervisor, and fellow workers. Questions about "my ability to work with others," and "my ability to work in a team," received high responses as facilitating factors, as did those questions about evaluation of the parolee's performance by his employer, supervisor, and fellow workers (Questions No. 13, 14, and 15). But most of all, the tabulation of the combined averages for all respondents indicated that on-the-job training (Question No. 16) and "opportunities for more money and/or advancement for work well done" (Question No. 23) were the greatest facilitating factors in keeping a job.

Eight of the 35 questions about getting a job were seen as inhibiting factors, but only four of the 26 questions about keeping a job were seen to be inhibiting. Admittedly these figures, when compared, are close, yet there appears to be a trend toward fewer inhibiting factors once the parolee gets a job.

SUMMARY OF WRITE-IN ANSWERS

At the end of the questionnaire, two questions were asked to which the respondents had the opportunity to express their own ideas and viewpoints. The questions elicited a wide variety of replies, ranging from detailed anecdotes about past experiences to critiques of the questionnaire's structure. The following table shows the number of respondents who completed this write-in section:

		North	South	Totals
Parolees-In area of training:	QA	2/4	8/15	10/19
	QB	4/4	11/15	15/19
Parolees-Out of area of training:	QA	1/1	6/12	7/13
	QB	1/1	7/12	8/13
Employers:	QA	0/0	6/10	6/10
	QB	0/0	4/10	4/10
Parole Officers	QA	0/5	6/10	6/15
	QB	3/5	9/10	12/15

Question A

Question A, the first of the two write-in questions, was stated as follows:

> Please write in here any additional comments you wish to make about GETTING and/or KEEPING A JOB or any other related subject.

Because the whole questionnaire itself was divided into two sections, the first asking about getting a job and the second about keeping a job, the respondent had already familiarized himself with a rather long list of possible situations and influences that he could describe as either being facilitating or inhibiting. Then, with the chance to express himself, it was felt that the comments could be a way to check the accuracy of the previous answers, as well as a source of new information about parolee problems in getting and keeping a job.

The write-ins revealed a number of extremely interesting points. There was a high degree of unanimity among parolees, employers, and parole agents about the major facilitating and inhibiting factors. The only differences in their comments were the obvious ones of different perspectives. An employer said that "the only problem was that parolees tended not to work steady." A parolee stated that "motivation and adjustment once out are the crucial problems" in getting and keeping a job. Another parolee put it even more succintly: "handling the pressure of having a new job and not taking drugs is a real challenge." The comment of one parole officer may help to explain the situation that the parolee faces: "Most problems with parolees involve a lack of experience in coping with 'real world' problems and the suddenness of such problems is what triggers a reversion to criminal behavior."

More than one parolee pointed out that in the trade jobs for which most parolees are qualified, the new employee is required to have his own tools. "Having tools and some cash available immediately rather than the usual six-week wait would help immensely," one parolee said.

Many of the parolees would appreciate closer employee-employer relations; this was also cited as a great help by one employer in particular. He reported that he has had as many as 15 parolees working for him at one time. Based on this experience, he felt that stressing that there is no difference between the parolee and other workers is very important. He especially recommended contact between the employer and the parolee outside of the formal work situation.

Question B

Question B tried to discover any direct links between parolee employment and work experience, and prison vocational education. It was worded as follows:

> Given the experience you now have, you might be able to help us understand what changes should take place in the prison vocational training classes to make them more worthwhile. How would you change such things as teachers, ways of teaching, subjects taught, equipment, facilities (classrooms, shops), special training and any other things that come to your mind? Please give us in your own words how you think these classes could be improved...

Again, as in Question A (and in the answers to the preceding 61 questions) there was a remarkable degree of unanimity in the replies. All respondents pointed directly to the lack of up-to-date equipment in prison vocational training classes and the need for more updated curriculum as the primary deficiencies. The ideas found in the following comment were mentioned repeatedly: "outdated equipment in prison vocational training programs, and the outmoded skills taught inmates are the main problems facing parolees."

Along with this basic problem, the respondents had a number of additional suggestions to make about the preparation of inmates for the world of work. Many of the suggestions had to do with the problem of motivation, which was also often cited in response to Question A as a crucial condition for success. A number of parole officers went as far as to recommend that parolees be paid competitive wages while in prison vocational classes. Parolees requested an employment office inside the institution.

The suggestions for the upgrading of vocational training within the institution took on a number of specific forms. As just mentioned, there was agreement about the desperate need for modern equipment and curricula. One parolee, employed in the area of his training, offered the insight that "curricula in a given trade should be more comprehensive, in order to make the parolee more competitive in the overall job market in his trade, rather than in his specialty." Another parolee, also employed in his area of training, even suggested that "professional-level" courses should be offered in prison. This comment was supported by an employer, who pointed out that the difficulty parolees appeared to have working in production-line jobs in his company was due to the fact that their IQs were too high for such "boring" work.

As for the issue of teacher competency, though employers have not had any direct experience with instructors, a parole officer reported that "a continuous complaint from employers is the lack of up-to-date training; also, the instructors seem to be inadequate..." Another parole officer (and many parolees) insisted that the training must be "geared to available jobs." More than one parolee asked for instructors "who care," but when an instructor was excellent, as was one in welding at the Sierra Conservation Center, a parolee was quick to laud him. It seemed to some respondents that security requirements and institutional maintenance needs take precedent over the educational needs of the inmates, parolees and parole officers agreed on this point.

Another group of suggestions had to do with increased contact with the job market and society generally. Better relations with unions for job placement, greater use of work release programs, examination and certification of training in the institution, and even something as basic as guidance in filling out applications, were cited by respondents as the kinds of improvements needed.

Finally, one parolee pointed out that often, because the parolee's release date is not coordinated with his vocational training class, an inmate will have many months between the completion of the course and actual release. In the interim, much of what is learned is forgotten.

Section IV

Important Others Survey

Another aspect of the research design was to examine the kinds of planning that had been done by institutional personnel for the different vocational training programs. This examination provided additional data on the scope of the programs: operation and curriculum content.

To conduct this part of the study, the research staff adapted materials made available by the Vocational Education Section of the California State Department of Education in June, 1972, under the title *Model Program Statements for the Twelve Functions*. The revised materials were put into an Inventory and sent to sixty-one randomly selected institutional programs.

The Inventory was distributed January 18, 1975, from the Department of Corrections, with a request that it be completed and returned with exhibits by February 17, 1975. Fifty-one inventories were received by the study team.

The fundamental result of the analysis of the materials and exhibits that were returned with each Inventory was that, with few exceptions, the purpose of the programs was to develop trade skills in an occupation. This determination of purpose was primarily based on an analysis of the curriculum guide which was the one exhibit most often provided.

Further analysis of curriculum guides, however, did not reveal levels of skill development. That is, the guides did not have information on at what point, based on some kind of performance examination, the instructor was willing to attest to the student's job entry level skills, or at what point a semiskilled or a highly skilled level was achieved. Although several instructors indicated that instruction covers three levels (job entry, upgrading, and advancement), there was no specific information provided on the intended content for each of these levels. Moreover there was no information except for an evaluation or check-off sheet on what the student had to do to demonstrate a given level of performance.

Specifically, the review of this exhibit seemed to confirm that the courses as presently designed generally provide students with an opportunity to acquire a number of skills in _a_ particular trade, but, apparently, the most often used measure of the level of skill acquisition and actual performance within a trade appears to be a function of the time spent in training.

Provision for orientation to trade ethics and customs within the skill area was contained within some of the curriculum guides. Trade customs would include where to look for employment, what to expect on a job application and in a job interview, and what clothes and grooming are appropriate for that occupational field. The extent of curriculum coverage appeared to be less than adequate in preparing an individual to cope with the exigencies of the work place and the community.

The other exhibits that were requested were as follows: (a) population needs analysis, (b) job market analysis, (c) job performance analysis, (d) materials which promote the vocational program, (3) guidance materials, (f) resources or services analysis, (g) placement and follow-up, and (h) curriculum review and evaluation. In most cases, the institutional staff (teachers/supervisors) did not provide the exhibits requested; however, in several instances the staff did furnish some explanation.

The fact that these exhibits were not forthcoming was quite understandable. Except for a few exceptions, there was no need for the instructors of vocational training to have engaged in a vocational education planning process that would have given rise to materials on most of the foregoing exhibits.

Review of the relatively few other exhibits that were furnished and the comments written in response to Inventory items brought to light that several of the instructors felt that their programs were undersupplied. (Comments by inmates about the lack of supplies, in some situations, were thus confirmed.) Also, use of advisory committees and independent evaluations or audits appeared quite limited.

In summary, the Important Others Survey revealed that current curriculum content appears to reflect only a well rounded program of training in specific occupations. Such training may be useful to prison operation but not to prepare an individual for return to and participation in the free community.

DIGEST OF FACILITATING AND INHIBITING FACTORS

Careful analysis of the findings in this chapter has resulted in the following list of facilitating and inhibiting factors that appear to influence the number of inmates who terminate their vocational programs. Further, the inhibiting factors may also carry over into the parolees' or releasees' activities and thereby contaminate his ability to obtain employment in the field in which he received vocational instruction.

Note that these facilitators and inhibitors are not unique to this study. They have been emphasized more than once in previous studies. It is about time someone listened.

The term RESPONDENTS, used below, refers both to inmates who volunteered to answer a questionnaire and to parolees, parole officers, employers, and instructors who completed and returned appropriate survey instruments.

Facilitating Factors

Respondents. . .

1. had a positive attitude regarding the concept of vocational training, because of its possible payoffs once the inmate was released.
2. felt that vocational training classes helped inmates pass the time more easily.

3. indicated a preference for a working situation that involves interaction with people.
4. appreciated institutional job placement efforts that facilitated job acquisition.
5. indicated that the teaching staff should be renewed by adding new staff members or designing exchange programs with industries, labor, business or other education agencies.
6. enthusiastically endorsed inmate planning.
7. emphasized the need for a broader spectrum of vocational programs from which to choose.
8. noted that inmates had time to participate in vocational programming.
9. were willing and felt free to tell their friends that it would be good for them to take vocational classes.
10. claimed that a desire for early parole was a factor in inmates' participation in instruction.
11. signified that the content of some courses was interesting and stimulating.

Inhibiting Factors

Respondents. . .

1. implied that the use of maintenance and prison industries as the educational program retards career development.

2. said that in some cases inmates were unable to participate in a vocational program of their choice because of institutional maintenance and industries.
3. evidenced lack of a realistic understanding and pursuit of career goals and opportunities.
4. specified that equipment and facilities were inadequate.
5. signified that classification was not sensitive to the inmates' educational needs.
6. stipulated that counselors were of little help in encouraging inmate involvement in vocational programming.
7. noted that in some cases vocational training was used to gain early parole rather than for its potential contribution to the individual's habilitation for participation in the free community.
8. made clear that there was little or no opportunity to test out career interests.
9. indicated that the traditional institution vocational training curriculum content is inadequate to prepare inmates to cope with conditions in the free community.
10. noted that although most vocational training dealt mainly with machines and tools, inmates preferred involvement with people.

11. emphasized that the goals of custody and rehabilitation must be clarified in order to minimize the intrusion of one upon the other.
12. noted that vocational training is not sychronized with parole or discharge.
13. indicated that the instructional staff, while not regarded as poor, was not held in high esteem (see facilitating factor No. 5).
14. noted the lack of independent audits or evaluations of the instructional programs.
15. registered the fact that advisory committees, for the most part, were not used extensively.

CHAPTER V

DISCUSSION GENERATED BY THE FINDINGS IN CHAPTERS I THROUGH IV

Research Report No. 40, and other reports and information sources, set the stage for the current study. Prison officials were apprehensive about the findings of Report No. 40 and related information which disclosed that large numbers of inmates were terminating their vocational programs before completion and that too few parolees were securing employment in the area, or related areas, of their training.

After careful analysis of the assigned task, as initially defined by the sponsors of this study, the study team set forth a research design that would examine corrections from four basic approaches:

1. an historical perspective of vocational or work preparation of inmates,
2. a review of literature on current vocational training programs,
3. an examination of previous studies of, and reports on, vocational programs in California correctional institutions, and
4. a three-part survey of inmates; parolees, parole officers, and employers; and vocational instructors.

Because each of the four approaches represents a unique perspective, it seemed reasonable to assume that tapping their collective wisdom might, in turn, increase an understanding of the current concerns confronting institutional education and provide possible proposals for improvements. Further, the reason the research staff delved into the history of the use of work for rehabilitation, relative to this study, is because of the burdensomeness of tradition on any effort to effect institutional change; i.e., the past is a prologue to the future. Clearly, the dilemma of contemporary corrections is not unique, and to the degree that it is tradition-bound and years in the making, it can appear invincible.

Organization of the Discussion

This chapter is a synthesis of some of the findings that resulted in following through with the proposed research design.

The narrative in Part I attempts to provide a comprehensive, yet concise, overview of institutional vocational training by taking a backwards glance to its beginning, then introducing the reader to the current facilitating and inhibiting factors that might affect participation in prison vocational training--administration, community-based training, inmate attitudes and parole follow-through. In conclusion, Part II of this chapter presents the proposition that vocational education is an alternative to current institutional training efforts.

Part I

WORK: A MODE FOR REHABILITATION (ref. Ch. I and II)

The early history of the application of vocational or work preparation in prisons reflects the idea that work was a useful technique for rehabilitating offenders; lack of success tarnished this notion, but did not kill it. Subsequently, this idea has undergone several evolutions. At present, the third phase of the evolutionary process is in effect--an attempt to habilitate offenders through vocational training and a variety of mutations thereof. However, corrections personnel are uncomfortable with phase three. Neither prior research nor experience has clearly established the efficacy of this form of rehabilitation. The evolution of training for work as a mode to habilitate individuals with special needs continues. Therefore, the research staff reviewed the literature on current vocational training programs--found in Chapter II--in an effort to find more recent evidence that might indicate the utility of vocational training, or of more comprehensive variations of it. This review uncovered soft evidence that some habilitation is occurring through modified and more comprehensive vocational programs. In fact, these programs appear to have incorporated some principles of vocational education within their structural framework in order to be more serviceable to their clients.

Vocational education, precisely, is that part of a person's experience in which he explores, selects, prepares for, enters upon, and makes progress in an occupation of his choice. In general terms vocational education is (a) education about "occupational life" and (b) applicable to a variety of employment situations rather than to a particular occupation in a particular kind of establishment. Thus, vocational education is a social approach to career development.

ADMINISTRATIVE ASSESSMENT OF VOCATIONAL TRAINING (ref. Ch. III)

A review of studies on correctional institutions in California supports the contentions and experiences of present corrections personnel that institutional industries and academic and vocational training are not successful enough in achieving the stated habilitation goals of the system. (See the Educational and Vocational Training Manual, California Department of Corrections, 1967 for a list of goals for the system.)

Introspection and in-house inventory is crucial to progress, for independent program evaluation and assessment must become an integral component of program development and improvement efforts if society is to be asked to support rehabilitation and then to hold itself accountable for providing the needed resources.

The tables presented in Chapter IV, which provide a statistical profile of the California institutions, illustrate some of the concerns registered among the staff of the California Department of Corrections (CDC) regarding the overall effectiveness of present vocational training programs to achieve the institutional goals for inmate habilitation. Only 9% of the total prison population (including those inmates who were academically ineligible) was enrolled in vocational training, on an average, each month. Excluding trainees who terminate for reasons of parole, discharge, or completion, within a year approximately 54% of enrollees terminate before completion of their program. These statistics, and many others, are and should be cause for concern, for they represent people, not things.

Community Cooperation and Involvement

Previous California correctional studies have suggested that greater involvement with, and cooperation between, the institution and the community in delivering vocational training services would improve the outcomes of such training.

This suggestion might be translated into ethically and morally--and in some instances, legally--binding agreements, or contracts, with labor, business, and social institutions and organizations of the community to guarantee the kind of cooperative association that will bring about exemplary programs and credibility *within* the institution. (That is, these agreements should be put on a firmer basis than the arrangements with industry as recounted in CDC's *Vocational Education 1969 Report*.)

A major emphasis from the literature, in addition to the cooperative posture stated above, is on community-based correctional facilities, and the transformation of the ecology of the facility into a more concrete replication of life outside--including the expectation that inmates live within the kinds of constraints, responsibilities, and motivations that will be required of them for successful, legal reintegration into the community upon release. To illustrate one approach, inmates could be released to occupational-residential centers, as part of (a) the reward system, and (b) the process of learning to cope, before their release date was set. A significant consideration before such an approach could be implemented is the need to press for a greater degree of societal consensus on the goals of the criminal justice system, per se.

ATTITUDES OF INMATE RESPONDENTS (ref. Ch. IV, Section II)

Part I (found in Chapter IV, Section II) of the three-part survey conducted for this study was an effort to determine the attitudes of the people most affected. Therefore, the three-part survey focused on a total of 747 inmate volunteers at four locations: CCC, CCI Minimum, CCI Medium, and CIM.

Enrollment Factors. An analysis of all inmate responses indicated that, as a group, inmates viewed vocational opportunities rather positively. In their estimation, the vocational classes provided them an opportunity to get a job to their liking, to show that they could do something, as well as to build their confidence, and to provide a way to financially support their families when paroled or released. Also important to the inmates was the knowledge that enrollment in vocational training might enhance an appeal for early parole. The vocational programs satisfied in part the inmates' need to "pass the time" while awaiting parole--which is an important part of reality, but not a major program objective.

Completers (inmates who completed training) and achievers (inmates who had completed only a critical phase of their training program) tended to give similar responses when asked about the reasons that influenced them to stay in class, rather than terminate. The reasons receiving the highest recognition (around 80%) were to get a job on the outside, to support their family or themselves after release, and to make the time pass easier; other frequent responses were that the class activities made them think, that the materials used were interesting, that they were doing well in the class, and that they got along with other classmates. The following reasons were nominated by about half of the completers and achievers combined: They gained self-respect. They liked the teachers. They thought the class was well planned.

The inmates felt that the institutional reason for providing vocational classes was that it would "help a man get a job that makes him proud upon release" and, thereby, "help him make it on the outside." About half of the inmates felt that morale building was another reason the institution provided vocational training.

Classification Considerations. Before an inmate can embark upon a particular treatment or habilitative program, approval must come from the Classification Committee, among others, according to certain prescribed procedures.

Over half of those who answered the questionnaire felt that the classification system inhibited their chance of taking the kind of vocational training they wanted. Repeatedly, responses indicated that they felt this decision was made by others, regardless of the inmates' wants or needs.

Consequently, because of the classification system and because of the limited number of vocational classes, the inmates by and large were not committed to vocational programming.

In the same context, many respondents indicated that inmates passed up a chance to take a vocational training class they wanted that was offered at a particular institution because of their preference to be incarcerated elsewhere. By implication the inmates' desire for vocational training as presently administered was not strong enough to overcome this preference.

Classification was also seen by a majority of the inmates as the technique by which the institution fulfilled its service function; i.e., inmates believed that much of the trade training was meant to keep them busy while concurrently providing a service function to the prison in the form of prison maintenance. In fact, concerning the former, nearly three-fourths of the respondents felt that one reason vocational training was provided was to keep them busy. The latter concern, institutional maintenance, was also cited numerous times in previous studies and reports on California correctional institutions. In essence, the consensus was that placement and participation of men in the industries program should occur only if that program actually contributes to the development of the individual and the achievement of habilitative objectives.

These reports also admonished the classification system to become more sensitive to the programming needs of individual clients (to spend more time with them and their cases), and to show less responsibility for the service function of the institution. Most importantly, the inmate must be included and invited to participate in the classification process.

Institutional Vocational Programs as Viewed by Inmates. An analysis of the materials obtained as part of the Important Other survey revealed that the institutional vocational programs were mainly designed for development of trade skills in one occupational area. Apparently, according to responses obtained from the inmates, these classes, nevertheless, satisfied several of their short-range and immediate needs, including the development of trade skills, as has already been mentioned. However, by no means do the programs adequately satisfy the inmates' social, emotional, and cognitive needs for comprehensive skill development. For instance, only 46% of those inmates who felt a need to gain recognition and respect perceived vocational training as fulfilling that need.

The inmates also noted concerns about other aspects of the programs. Equipment was regarded by respondents as poor;

facilities were regarded as poor or medium, but not good. While tools, equipment, books, and supplies were usually available, some one-third to two-fifths of the respondents claimed they could obtain these items only occasionally "when they needed them".

If Question 29 (which asked the inmate to rate a series of improvements that might induce greater participation in vocational programs) were used as a guideline to measure the degree of satisfaction held by the inmates regarding their vocational classes, then the rating would be low. Of the six items listed in this question four were not being satisfactorily met. When this information was compared to related questions, additional confirmation was secured. The four items identified by the questions as not now satisfactorily provided were: classrooms and shops; books, tools, and updated equipment (similar complaints were registered by some instructors on the Inventory survey); counseling; and special tutoring. On the other hand, the men generally felt that the classes, as limited as they were, afforded an opportunity for a man to show that he could really do something.

Specified Curriculum Concerns. Taken as a whole, an analysis of related items revealed that inmates did not feel that the programs had prepared them to fill out job applications, go for a job interview, get along with supervisors, talk over personal problems with the employer, get an advance on a job, know work habits an employer will expect, and cope with the stress of maintaining high productivity. (These items were also cited by employers who were surveyed as deficiencies of the parolees they had employed.) Additionally, a number of men indicated that they did not get job market information or information on how to find a job--i.e., how to make use of their institutional training.

That availability of accurate job market information may affect the depth of inmate commitment to a training program is implied by the following analysis. There were 321 men who cliamed they had a need for vocational classes. (321 represents 71% of those who answered this question.) The responses of the 321 were cross-tabulated with responses to the question about inmates' beliefs that jobs were available to them on the outside. Allowing for those respondents who answered only one of the two questions, there remained 177 men who recognized both that they had a need to learn a trade and that there are jobs on the outside available to them. This number (177) is in contrast to the 438 who said they were confident of getting the type of job they wanted on the outside and the 405 men who said they wanted to get a skilled job when paroled. Taking work histories and the scope of institutional preparation into account, their optimism seems ill-founded. The inferences that can be drawn from the paucity of congruence between trade training and job-opportunities is that (a) they lacked useable information on employment opportunities and labor market requirements or (b) they did not have access to any information.

These inferences may be supported by the following additional findings. According to the inmates, in all groups, they generally received labor market information about the availability of jobs on an informal basis from a variety of sources. Sources most frequently noted were family and friends on the outside, friends on the inside, teachers (particularly for completers), outside publications, self-help groups, and prior employers. The inmates also obtained information informally about the kinds of training needed to get jobs on the outside from the same sources with the exception of teachers.

Much interest was expressed by the inmates in having additional classes provided. Interests ranged from electronics to professional writing. Continuing the trend established in similar questions, the inmates expressed a desire for different ways vocational courses could be provided. In particular, they seemed enthusiastic about having college and trade school teachers or employers as instructors on some exchange or regular basis. Inmates enthusiastically endorsed participatory program planning by inmates and ex-offenders who had made it on the outside.

Other Aspects of the Program. Although some inmates indicated that their need for skill training was satisfied, their assessment of the training programs, nevertheless, included deficiencies.

When inmates who had prior experience with vocational courses on the outside compared those courses with the institutional courses, they rated the quality of the institutional vocational programs (i.e., training, teachers, and ways of teaching) as medium or poor.

The inmates, generally, rated the vocational instructors as medium. This rating probably was reflected in the responses about ways of teaching, for only 17% felt these were good. While 43% of all respondents thought that the vocational training offered was of medium quality, those who had extensive exposure to the programs--the completers--were slightly more negative in their rating of the training. The selection of the medium category, however, indicated that the training satisfied certain needs in part.

The dropouts, as might be expected, said that the classes were "not interesting and poorly planned, the equipment and facilities were poor, and the teacher was not prepared," and that they "had gotten all they could," as a reason for dropping out. As for the achievers who left the programs they provided two basic reasons for leaving: that additional training was not needed and/or that parole interrupted their program. The issue of the amount of time imposed on the training program, versus the actual time needed, cannot be ignored.

Other findings include that health problems prompted at least 19 men to exit from the program. General education was listed as the activity that most often replaced the vocational training for inmates who terminated.

Examining responses from another perspective, the fact that only 43% of the participants felt their needs were satisfied through trade training attests to some of the inmates' discomfort with the current vocational program. Numerous inmates indicated that they would prefer an outside group to manage the program, because such a group would be "more effective or provide more relevant learning experiences." The inmates also made clear that they were not receiving, in most instances, employability training and were not receiving information on the job market, on how to work out personal problems with an employer, and on how to go about hunting for a job. When asked about the payoffs of getting a job, by and large, inmates said they thought a job was important "to help support a family, to make it in civilian life, to show they could do something, and to build self-confidence."

In response to questions concerning parole, about two-thirds of the inmates noted that the current parole requirements adversely affected their chances of getting a job before their parole date, which was of unknown duration, was set. As a result of recent legislative action, however, the question of parole and the indeterminate sentence is somewhat of a moot point; however, at the time of the survey, it was not. The indeterminate sentence was a method used to make inmates conform to institutional requirements rather than, as initially intended, to recognize their readiness to return to the free community. That is, the theory was sound but the operation left much to be desired. Additionally, respondents indicated that, to some extent, parole and reassignment interfered with their training activities.

Impact of Job Training. A large segment of the surveyed inmates have not changed their ideas about jobs, pro or con, since taking the vocational classes. This might be an indication that there had been little opportunity for them to explore, question, and develop tentative career plans. Interestingly, a majority of respondents registered an interest in skilled-level jobs. Such jobs, in many cases, require a strong foundation in mathematics, science, and/or English usage, which would be difficult to attain through the present program and curriculum format.

Daily Routine. In response to the questions about whether or not inmates have the time to take vocational classes, the answer was, "usually." There was a slight indication by some of interference from work assignments and from the custodial procedures of the institution.

Summary

The results showed that many inmates had a need to learn a trade. This, and the evidence that many inmates have genuine self-motivation for improving their knowledge of the world and their job-related skills, creates a positive picture which is in sharp contrast to the stereo-typically malingering inmate. Their desire to learn a trade corresponds quite favorably with the attitudes expressed on other questions. However, only 43% of all respondents indicated that their need was met. Why only 43%? On the basis of the findings of previous studies, as well as the present one, until the personal, emotional, and psychological needs of inmates have been accomodated, it is highly improbable that an inmate will commit himself to a training program basically designed to help satisfy an assumed economic need. In plain language, "Teaching a man to operate a lathe will not keep him from being a thief."

Consequently, because there was a substantial amount of goodwill expressed by inmates towards the concept of vocational programming, appropriate services in this area should be provided.

PAROLE FOLLOW-THROUGH (ref. Ch. IV, Section III)

The paroleee survey was one phase of the total research design. This phase was aborted, at the request of CDC, before all the responses could be obtained; and, therefore, no inferences should be drawn from the material found in Section III of Chapter IV. However, there are things to be learned. The questionnaire, found in the appendix, lists a number of factors that are related to getting and keeping a job. These factors were gleaned from the literature; consequently, they could be revised and made into a checklist for use by parole officers or placement personnel in developing support assistance for parolees or releasees. For example, the questionnaire item "my transportation" (on the parolee questionnaire) could become "Does the parolee have access to adequate transportation in order to get a job?" As for the questionnaire item on "use of alcohol," it too can be revised: "Does the parolee have a history of abuse of alcohol; if so, what community programs should he enroll in while effecting acquisition of a job?"

Part II

Vocational Education--A Compelling Alternative

> Education is essential to change, for education creates both new wants and the ability to satisfy them. It inspires at once that discontent with existing conditions and that faith in improvement which are essential to progress; and it provides the technical skills that enable us to achieve the goals we set ourselves.
>
> Henry Steele Commager

In substance, the previous discussion holds that although current institutional vocational training fulfills a mission--the development of trade skills in a particular trade--the inmate-client has not been fully equipped to re-enter and participate legally in the free community. Furthermore, society's expectations of rehabilitation, via vocational training, have not been effected.

There are several life roles (worker, member of a family unit; participant in the social and practical affairs of society; participant in avocational pursuits; and participant in functions that involve aesthetic, moral, and religious concerns) for which an individual must perfect a variety of skills in order to cope adequately.

The role of the worker accounts for about 44 years or 85,000 hours of an adult's lifespan. Can there be any doubt that an individual should have ample preparation for this role!

Vocational education, a social approach to career development, is a process which theoretically can prepare an individual for employment (i.e., role of worker) in concert with preparation for the other life roles. That is, vocational education represents a symbiotic relationship between the words vocational and education. Thus, an individual's education for a vocation or a career is related to his total education in order to actualize his life roles.

Specifically, it is that part of a person's experiences in which he explores, selects, prepares for, enters upon, and makes progress in an occupation of his choice. In more general terms, vocational education is education about occupational life which is unique to each student. This form of education has applicability which is not limited to employment in a particular occupation in a particular kind of establishment. Thus, vocational education is ultimately responsible for an individual's preparation for work and employment. But what is work?

As some observers have suggested, work is a manifestation of an individual's ego--an ego that wants to implant change on an otherwise indifferent order of things. Work may, therefore, represent a desire to "put our mark on the world", to make it ours. If this be the case, and we propose that it is, then an adapted educational system is the means by which an individual can be prepared to make his mark, or contribution. (This notion of making a mark is related to the inmate responses to survey questions where they claimed that vocational training would give them the chance to show they could really do something.)

Furthermore, work may be the medium whereby occupational socialization occurs (Goslin: 2):

> ...the process by which individuals acquire the knowledge, skills, and dispositions that enable them to participate as more or less effective members of groups and the society.

(Interestingly, there is much similarity between the definition of socialization and the description of vocational education.) There are occupational norms, beyond the level of trade skills, which must be learned (internalized) if the worker is to perform satisfactorily. One conduit for acquiring these norms is continuous interpersonal interaction with mature adult models. In terms of vocational education, the models for students would include highly regarded classroom and on-the-job instructors and knowledgeable peer group members at business or industrial locations. These models, through the sharing of ideas and attitudes, would induce normative compliance to occupational and interpersonal standards. This compliance constitutes an occupational identity, which is collective as well as individual. "The individual belongs."

In the broadest sense, then work has the virtue of conferring manhood (adult status) by providing an opportunity for an individual to make a contribution and to learn occupational and social norms.

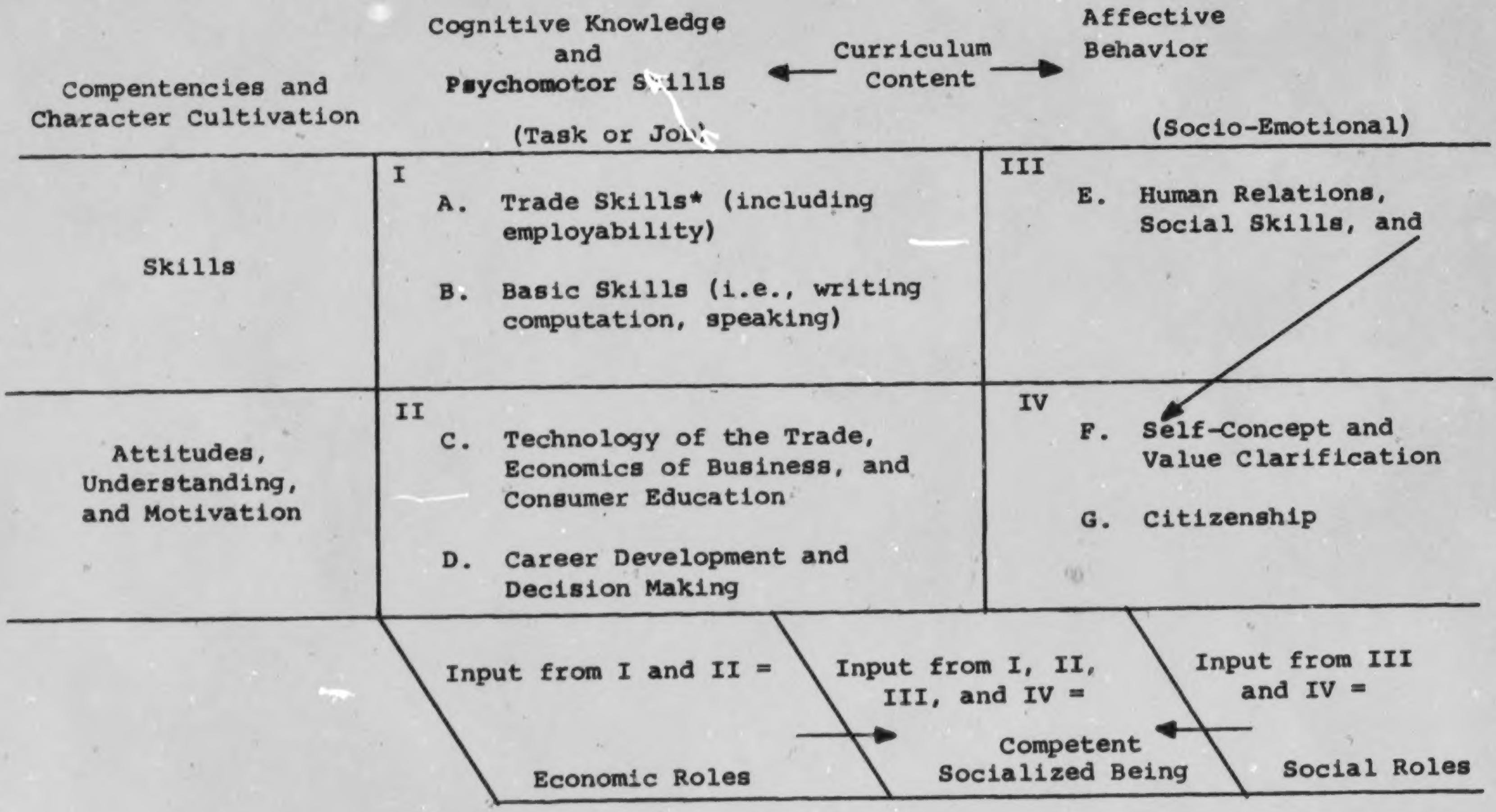
Based on the foregoing narration, a vocational education curriculum design is introduced hereafter. This design provides for the comprehensive development of competencies and character in the trade, academic, social, economic, and attitudinal curriculum areas. It gives the inmate, all too often at odds with society due to a marginal educational background, an educational program whose aim is the actualization within the individual of "new wants and the ability to satisfy them." Diagram 1 depicts the interrelationship between the curriculum content areas and the competencies/ character that contribute to the formation of a socialized individual.

The findings of the current study reveal that competencies are being cultivated in the *trade skill area* only through the institutional program. (See Diagram.) Consequently, an individual's education for an occupational economic role in society is only partially satisfied. Little attention, if any, is paid to his social role. *Report No. 40*, likewise, brought to the fore the lack of a well-defined educational model designed to motivate and socialize students. The model proposed in Chapter VI incorporates the concepts embodied in the Diagram and is thereby an attempt to provide such definitions.

The researchers have not been able to identify *hard* evidence demonstrating that vocational education, as proposed, will resolve all the problems confronting the habilitation process. Nevertheless, a logical inference can be drawn from the content of this chapter: A comprehensive approach to vocational programming and career development is required if the inmates are to be given a genuine opportunity to succed in the free community. *Hence, the proposed model should be implemented on a pilot basis, complemented with an adequate research and evaluation component to determine its effectiveness and transportability*.

DIAGRAM I

Relationship of Curriculum Content to Competencies and Character Cultivation



← Curriculum Content →

Compentencies and Character Cultivation	Cognitive Knowledge and Psychomotor Skills (Task or Job)	Affective Behavior (Socio-Emotional)
Skills	I A. Trade Skills* (including employability) B. Basic Skills (i.e., writing computation, speaking)	III E. Human Relations, Social Skills, and
Attitudes, Understanding, and Motivation	II C. Technology of the Trade, Economics of Business, and Consumer Education D. Career Development and Decision Making	IV F. Self-Concept and Value Clarification G. Citizenship

Input from I and II = Economic Roles

Input from I, II, III, and IV = Competent Socialized Being

Input from III and IV = Social Roles

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CHAPTER VI

PROPOSALS

The proposals incorporated in this chapter find sustenance from the findings previously narrated. To reiterate, the primary finding was that current California institutional vocational courses are providing, at the most, training in a single occupational area and, at the least, prison maintenance and work experience in a single area.

Some evidence has been gathered by others on the rehabilitative effectiveness of vocational training within prisons. The evidence tends to support the notion that vocational training has not been able to prepare individuals adequately for return to and participation in community life. This is not to condemn vocational training; it is simply to recognize its legitimate function: the preparation, through training in trade skills only, of a person who has mastered or is in the process of mastering basic skills.

On the other hand, vocational education is concerned with two fundamental social roles: the economic and the social. (Diagram 1 in the previous chapter displays the curriculum design to interrelate these two roles.) The scope of vocational education transcends preparation for a singular occupation in a particular kind of organization.

If vocational training is, in the main, ineffective for the prison population, what then can be proposed? As observed in Chapter V, vocational education has the potential of providing a broader base for intensifying the development of economic and social skills; therefore, the following proposals are offered.

PROPOSAL I

The California Department of Corrections commit its vocational training resources toward developing a comprehensive vocational education program.

PROPOSAL II

If Proposal I is accepted, then California Department of Corrections and the correctional institutions should implement a vocational education model (as described below) and pilot test it.

PROPOSAL III

That California Department of Corrections and the correctional institutions implement various organizational and operational changes that will enhance present procedures, as well as complement and facilitate implementation of the vocational education model.

EXPLICATION OF PROPOSAL II: VOCATIONAL EDUCATION MODEL FOR CORRECTIONS

This section describes the components of a model or system for vocational education. The model is characterized by a series of components which might provide a firmer base for rehabilitative efforts for inmates who have an interest in and need for vocational development--specifically, volunteers.

> Note: By no means should vocational education be considered the sum and substance of the rehabilitation enterprise; it is only a segment which must supplement such an enterprise. Further, the continued pursuit of the essentially incompatible goals of custody-control and habilitation must be reconciled before the full impact of vocational education programming can be realized.

The proposed model has the following attributes:

(1) Vocational education is viewed as a comprehensive system whose parts are interrelated.

(2) All parts of the system compliment or are neutral toward the accomplishment of system objectives.

(3) System goals are detailed and supported by objectives that are specified in measurable terms.

(4) There is systematic short- and long-range planning for the management and operation of the vocational education model.

(5) The model has centralized planning and decentralized management and operation.

(6) Research on and evaluation of the system's performance takes place on a continuing basis.

The proposed model has the following planning (P) and operational (O) parts or components:

(A) system's goals and objectives (P),

(B) population needs analysis (P),

(C) job market analysis (P),

(D) job performance analysis (P),

(E) classification and assignment function (O),

(F) vocational education promotion (O),

(G) student recruitment (O),

(H) guidance and counseling service (O),

(I) reward system (P),

(J) program planning (P),

(K) curriculum development, resources, and ancillary services (O),

(L) vocational instruction (O),

(M) job placement, follow-through, and follow-up (O),

(N) evaluation (O), and

(O) strategic (P) and tactical planning (O).

A description listing some salient characteristics for each component of the proposed model follows.

A. System's Goals and Objectives (P)

The purpose of goals is to delimit within institutional and resource constraints the scope of activities of the system. For example, a goal statement might reflect the Department's intention to educate and train students for highly skilled jobs.

(The Education and Vocational Training Manual of the Department of Corrections, February, 1967 (revised) is an excellent foundation document for the model which can be updated to accommodate new programmatic goals by obtaining a consensus from diverse interest groups and by using data from evaluations.)

Objectives are more precise than goals in that they specify the number of clients to be served, and the time and conditions by which a goal will be achieved. To complete the above example, the Department would objectify the goal by stipulating that 275 students will be educated and trained within two years under a contract with private industry for specified highly skilled jobs which will be available to them upon release.

The properties of goals and objectives for the model are:

- Goals should be established for the model.
- The goals and objectives are related to, and consistent with, the overall goals of the correctional system.
- Objectives should be installed for each component of the model.
- Objectives include the opportunities afforded by, and the outcomes of, work experiences in Prison Industries and Prison Maintenance.
- Objectives are organized and sequenced in accordance with clearly formulated priorities.
- Objectives are attainable.

B. Population Needs Analysis (P)

This component furnished extensive, current, and useable information about the educational deficits and interests of the population seeking or needing vocational education.

The features of this component are:

- The information is both general to the inmate population and specific to the individual.
- The information profiles the individual's deficits, interests, and capabilities. This profile is to be used in the classification process.

- A variety of techniques (e.g., California Occupational Preference System, Ohio Vocational Inventory, or Minnesota Vocational Inventory) are employed for analysis purposes to assist in preparing the vocational part of the profile.
- A variety of services are used for analysis purposes; for example, Vocational Rehabilitation conducts work sample assessments and work evaluations.
- A variety of tests can be used to predict criminal behavior and job readiness.
- The Rehabilitation Research Foundation has constructed two instruments for the prediction of criminal behavior and recidivism: The Environmental Deprivation Scale (EDS) and The Maladaptive Behavior Record (MBR). The Vocational Opinion Index (by Associates for Research in Behavior, Philadelphia, Penn.) is an instrument used to measure an individual's job readiness. These and other instruments can constitute a battery of tests; information from these tests would become part of the inmate's profile.

C. Job Market Analysis (P)

The mission for this function is to have information readily available on existing and emerging occupations which are or will be available to parolees or releasees.

The distinctive features of this component are:

- Job market information helps in the formulation of strategic planning objectives.
- Job market information affects job placement efforts.
- Information gathering should make use of current activities by other agencies including Employment Development Department and the public school systems in Santa Clara, Sacramento, San Diego, and Ventura which have under construction Manpower Information Systems.
- Job market information is both specific and general (e.g., transmission mechanics within the field of mechanics).
- Specific jobs are organized by job clusters or job families.
- Job market information is described in terms of levels of skill and education requirements.

- Job market information is organized and maintained in such a way that it is available to inmates, teachers, and job placement coordinators, to name a few. The information is centralized within the counseling and guidance service.
- The restrictions associated with the hiring of offenders are indicated for each job by geographical region.
- Names and addresses of potential employers are indicated to the extent possible.
- Projections of job opportunities or openings are made for immediate and two- to five-year cycles on a continual basis.

D. Job Performance Analysis (P)

This function represents the task of establishing job-educational specifications for the vocational instruction program. These specifications include the identification of the skills, attitudes, and knowledge required to achieve the objectives of instruction.

The characteristics of this component are:

- Job performance specifications are obtained through task analysis.

- Advice regarding specifications is provided by trade advisory committees.
- Job performance analysis are performed not only on the job opportunities identified through the analysis of the job market but on those jobs available in prison maintenance and industries.

E. Classification and Assignment Function (O)

The purpose of the classification and assignment function is to place each inmate in an appropriate phase of the vocational program and a job assignment (within or outside the institution) that will help him become a productive member of society. Ideally, the classification and assignment function places the right person in the right place at the right time.

The characteristics of the classification and assignment function in the model are:

- The classification and assignment function interrelates: characteristics of the inmate, minimum requirements for enrollment in various aspects of the vocational education program, skill requirements for job assignments, and job requirements in the free community.
- Readily available information is maintained on:

program openings in the institution, job openings in the institution and community, and job opportunities in the free community.

- This function includes a comprehensive and accurate diagnostic program designed to screen-in individuals.
- The examination (manipulative, written, oral, performance or combination thereof) used in the diagnostic program are: valid, reliable, and objective.
- The inmate has a good understanding of the options open to him before he makes a decision regarding his own vocational program.
- Inmates participate in the classification and assignment process. A contract which details the responsibilities of all parties involved in the vocational program is agreed upon between the inmate and the appropriate official(s).

Each inmate remains in a given program until his contract is satisfied unless circumstances warrant a change. Contracting holds that all parties are accountable--the inmate to demonstrate achievement of certain competency levels, the institution to provide the appropriate support services.

F. Vocational Education Promotion (O)

The thrust of this function is to inform both the clients and the general public of the strengths, merits, and needs of the institutional vocational education program.

The traits of this function are:

- Promotion is continuous, not crisis oriented.
- Promotion uses a variety of communication techniques.
- Promotion takes different forms for different target populations.
- Promotion couples the assistance of various agencies and organizations to a plan to increase communications with the public.

G. Student Recruitment (O)

The student recruitment function identifies those who are in need of vocational education through the Population Analysis and encourages them through direct contact to enroll in the vocation program.

The elements of this function are:

- Recruitment requires personal contact or outreach supported by the use of appropriate media.

- Recruitment and classification activities are conducted in harmony.
- Students are not recruited for a specific class. If an inmate is interested in handicraft, he should have access to the resources of the vocational program without feeling obligated to enroll.

H. Guidance and Counseling Service (O)

A major purpose of the guidance and counseling service is to provide the inmate with assistance, encouragement, and feedback with respect to any aspect of his educational training program and his personal development. This service is designed to interlink the inmate's vocational program - including work experience, work assignment, social adjustment, and preparation for returning to the free community.

The traits of this function are:

- The guidance and counseling service has well-qualified counselors, people who are trained and experienced in this profession.
- The service provides information upon which the inmates make decisions for contracting.
- The service provides the inmate with accurate

information regarding job opportunities open to him based on his interests as well as his progress or performance.

- Inmates are able to obtain useful local and statewide job market information.
- The guidance and counseling service is readily available to each inmate.
- There is continuity in the relation between the inmate and the counselor (or case worker).
- The counseling service is particularly related to the placement service.

I. Reward System (P)

The reward system has a twofold purpose: (1) to help motivate inmates to participate in education and training and (2) to motivate them to perform well in the vocational program.

The reward system has these characteristics:

- Motivation of inmates is accomplished primarily by reward rather than punishment.
- Emphasis is placed upon success experiences rather than failure experiences.
- Reinforcement is contingent upon the demonstration of the desired behavior.

- The quality and quantity of rewards are consistent with the quality and quantity of the learner's performance.
- Both immediate and long-range rewards are included in the system.
- The reward system appeals to the strongest motives of inmates (e.g., obtaining more freedom, obtaining financial gain, obtaining license or apprenticeship, and obtain prestige).
- The nature of "good" performance is clearly understood by the learner.
- The system includes inmate self-evaluation and reinforcement.
- The rewards for performance in the program are sufficiently great to compete with the rewards for performance in other subsystems of the institution.
- The reward system is compatible with conditions existing in the free community. For example, inmates on work experience (i.e., prison maintenance or industries) are paid the going wage for similar work performed in the community.

- An ombudsman is available to arbitrate any disputes.

J. Program Planning (P)

The aim of this component is to integrate the information primarily from the population needs analysis, job market analysis, and job performance analysis.

The combined intelligence from the analyses is used to plan for the initiation of a comprehensive program of vocational offerings.

Specifically, the charges to this component is include the following characteristics:

- Information generated from a variety of sources should be used to develop a comprehensive program.
- The medley of ways that vocational programming can be delivered efficiently and effectively should be explored. For example, a particular course could be made available at a local plant through a contract with a union. In another situation, a course conducted via the mail service might be more appropriate.
- Prevocational opportunities should be made available for students to explore different occupations.
- Flexible programming should be provided in terms

of location and time (i.e., evenings, week-ends) for vocational activities. Program planning for the proposed model is not based on the length of time the student is in class but on the level of competency for which the student contracted.

- Equipment and facilities should be examined in terms of their educational service and student ecology.
- Architectural and nutritional factors as determinants of behavior must be examined and accomodated.
- Financial funding alternatives should be explored.

K. Curriculum Development, Resources, and Ancillary Services (O)

The purpose of this function is threefold.

First, curriculum content must be prepared sequentially and encompass four areas of instruction (see Diagram I in Chapter V): basic education and job or trade skills in a cluster or family of occupations, understandings about the industry in which the cluster is found (including economic and consumer education), social skills, and personal and citizenship development. Context of the trade aspects of the curriculum is derived from the job market and job performance analysis.

Second, curriculum resources (e.g., facilities, equipment, materials, and supplies) are identified and acquired as needed for each cluster.

Third, ancillary services (e.g., library materials, audio/visual equipment, and models that buttress the teaching-learning transactions) are identified and acquired as needed for each cluster.

The characteristics of this function are as follows:

For curriculum development:

- The curriculum content is organized into modules to facilitate participation through open entry into and open exit from the program.
- Each module, which contains several units, is directed at a particular skill area. For example, if the occupational cluster is Food Services, there would be modules for such skill areas as baking, meatcutting, and food preparation. A student could take as many modules as he wanted. Some units are common to several modules; for example, units on job acquisition and maintenance, on job interviewing, and on personal grooming.
- Curriculum for a skill area within an occupational

cluster incorporates into the module the subsequent topical units:

(a) occupational practices and skills;

(b) related science, mathematics and psychology;

(c) the tools, equipment, instruments, and materials;

(d) safety practices;

(e) terminology;

(f) customs of the trade; and

(g) physical capabilities.

- Advice and counsel on content for a module is sought from business and industry representatives.
- Curriculum development specifies for each of the units: (a) instructional objectives; (b) student performance objectives; (c) teaching strategies; (d) related information and other resources, e.g., films and guest speakers; and (e) evaluation techniques.
- Curriculum development merges content on trade skills for an occupational cluster with (a) related and basic education; (b) interpersonal or social relationships; (c) structure of the industry including economics, job acquisition

and maintenance; (d) and citizenship responsibilities.

- The curriculum makes use of on-the-job training (OJT) in prison industries or maintenance for educational purposes. That is, the student's educational program takes precedence over institutional operations. Industries and maintenance support the educational effort; they are not the educational effort. When the student participates in OJT he is financially compensated for his efforts. Such compensation should be on a par with similar compensation paid in the free community.
- Work release and work furlough are vital elements of the vocational education of the curriculum package. These elements are also part of the reward system.
- Curriculum content is greatly influenced by the projections of job openings and opportunities for ex-offenders in the free community.

For curriculum resources:

- Resources include textbooks, worksheets, supplies, facilities, and equipment.

- In some situations, students go to the resources. That is, they have classes at night and on weekends at an industrial site or a community college. Conversely, a contract might be let to a business which will set up the resources at the prison for a specified time period.

For ancillary services:

- Provision is made for audio/visual and library services, and inservice training for instructors, support, and supervisory personnel.

L. Vocational Instruction (O)

This function represents the culmination of the foregoing components. The instructor is the manager of resources which are used to prepare students for gainful employment commensurate with their abilities and desires.

The characteristics of this function are:

- The instructor is qualified by trade and professional experience.
- The instructor maintains continuous contact with business and industry representatives.
- The instructor uses a variety of instructional techniques suitable to the content to be taught,

to the degree of abstaction of the content, and to the learning style of the student. Students, by and large, should be taught as adults.

- The instructor uses a variety of techniques to evaluate the achievement of instructor and student objectives. Such evaluation is used to measure all of the content areas depicted in Diagram I (basic education, social skills, trade skills, understanding economics and the industrial complex, and citizenship development). Students also evaluate instruction.
- The instructor has full access to the information generated by the other components of the model.
- The instructor coordinates work release and work furlough activities with instruction.
- The instructor coordinates efforts with other as the student moves from one module to another.

M. Job Placement, Follow-through, and Follow-up (O)

The purpose of the job placement service is to assist the inmate in obtaining a job in the free community. The inmate's program, his work experience in the institution, and his overall capabilities are related to the job opportunities in the free community.

The responsibilities of the job placement service are:

- It maintains detailed job market information by geographical region.
- It keeps detailed information on each inmate likely to be seeking employment in the free community. (Parole date, work release, and classroom instruction are coordinated.)
- Job placement includes supervision of work release and work furlough by appropriate and qualified personnel. This supervision is not an extra duty to be added to the parole officer's heavy schedule.
- Job placement services take into account the various factors that might contribute to stabilizing the client in the free community. (See the list of factors on the parolee survey in the Appendix, from which a checklist for placement could be constructed.)
- There is an efficient means for comparing profiles of inmates with profiles of job requirements.
- The service actively seeks employment for

the inmate through its own efforts while obtaining assistance from other groups such as the National Alliance of Business.

- After placement, the service follows through to see if the individual is receiving the appropriate support services.
- The service conducts orientation for job supervisors who are located at the place of employment.
- The service conducts or assists in conducting follow-up studies of placements to determine the adequacy of both the preparation and placement service.

N. Evaluation (O)

The purpose of evaluation is to systematically examine all aspects of proposed or present programs in order to provide information for improving operations. Within a systems framework, any aspect of the system should be subjected to independent or third-party evaluation.

The characteristics of evaluation in the model are:

The evaluation component is designed to measure the degree to which the objectives of the model are achieved.

- Evaluation is performed on all aspects of the model and any related part of the system.
- Evaluation is diagnostic; it points up strengths and weaknesses of each aspect of the model.
- Evaluation instruments are valid, reliable, and objective.
- Evaluation is continuous. There is both self-evaluation and independent audits.
- Evaluation should complement research efforts.
- Cost-effectiveness data are provided for all significant aspects of the model.
- Each innovation introduced into the program carries with it a systematic evaluation component.
- The record-keeping procedure associated with evaluation is designed so that the information is comprehensive, well organized, coded for computer use, easy to maintain, easy to retrieve by anyone needing such information, and standardized for all correctional institutions.

O. Strategic (P) and Tactical Planning (O)

Strategic planning encompasses all the components of the model that have (P) affixed to them. Such planning is continuous and rational; it obtains information from the appropriate components in order to provide alternative approaches to specific problems.

Strategic planning is the process of determining through the use of information the major short- and long-range objectives, policies, and strategies that will govern the acquisition and disposition of resources to achieve major objectives. Results of evaluation and research are used to revise major objectives.

Tactical planning involves the components that were designated with an (O). These are operational components; tactical planning is used to organize on a more intense time span operational activities.

The characteristics of strategic and tactical planning are:

- Planning is continuous.
- The planning component is administered by a competent staff.
- The staff utilizes current, accurate information.
- Planning is centralized with input from a variety of sources including inmates and ex-offenders. The Inmate Committee for Higher Education is an

excellent example of a responsible inmate contribution to planning.

- Strategic and tactical planning are interrelated.
- Planning is used to develop a comprehensive State Correctional Education Manpower Model. The fourteen subproposals in the next section should be incorporated into a plan for a State Correctional Education Manpower Model.

EXPLICATION OF PROPOSAL III: MANAGEMENT AND OPERATIONAL COMPONENTS

In the previous section, a comprehensive vocational education model was presented. This model, or a variation thereof, would require long-range planning and commitment in order for it to be implemented within most of the institutions. Any such planned implementation could be facilitated if appropriate activities were to take place. Even if the model were not implemented, these activities might help improve the current management and operation of the vocational training program. Therefore, this section will present a variety of subproposals which are intended to enhance the current vocational training program, as well as provide the foundation for future implementation of the model.

The following subproposals are based on the facilitating and inhibiting factors that were ascertained from the various studies associated with this Report. (See Chapter IV for a list of factors.)

Subproposal No. 1

An experimental pilot facility for conducting vocational education programs should be designated. This facility should be used to pilot test the proposed model as well as to explore ways of neutralizing the inhibiting factors.

Subproposal No. 2

The resources of the Vocational Education Support Unit of the State Department of Education as well as the Community College System Division of Occupational Education of California should be enlisted whenever possible. The Unit has information on the following resources: a vocational education evaluation package, several Manpower Information Systems, and a perfected method for student follow-up.

Subproposal No. 3

Prison industries and maintenance should primarily be used as an educational activity for those inmates participating in the vocational program, if equipment and resources are not otherwise available. The industry or maintenance site should be used for work experience and thereby supplement the educational program. Inmates on work experience should receive compensation for their skilled services commensurate with wages paid in the free community.

Subproposal No. 4

Inmates should be free to hire out their services to prison industries or maintenance after completing their vocational program. In such a situation, inmates should reimburse the institution for room and board out of the salary received for their labor.

Subproposal No. 5

Where there is a lack of equipment or facilities and supplies to conduct a particular vocational course, contracts should be let with outside organizations to provide these resources. External organizations include private vocational schools, high schools, community colleges, or industry which would bring equipment, etc., on to the institutional site, or inmates could be transported to the educational site. Consideration should be given to the possibility of purchasing mobile units that house equipment and supplies that are indispensable to a particular occupational cluster that is not now offered as part of the vocational program. The vans then would rotate from institution to institution.

Subproposal No. 6

The State Department of Corrections should, in cooperation with the State Department of Education, examine the feasibility of converting the institutional education system into a school district.

Subproposal No. 7

An educational-residential unit affiliated with the institution, which houses a vocational education program and trainees, should be pilot tested. This unit would be self-contained in the sense that participants would be housed together in an attempt to establish an identified core of elites.

Subproposal No. 8

The staff of the Education Services of CDC should be increased if there is a commitment by the Department to implement the proposals made in this report.

Subproposal No. 9

CDC's research priorities should be reordered so that education receives a more equitable distribution of funds. Additional sources of funds for institutional education should be secured. For example, CDC does not at present participate to any significant degree in Office of Education's Adult Basic Education Program and Teacher Corps Correctional Education Program (P.L. 90-35 as amended).

Subproposal No. 10

CDC's Educational and Vocational Training Manual, February, 1967, revised, should be updated. For example, parolees are permitted, under certain conditions, to return to an institution to attend trade advisory meetings, as found in Chapter 10 of the Manual. This concept might be restated to indicate that selected parolees must be invited to attend trade advisory meetings.

Subproposal No. 11

CDC needs to define the terms used internally more adequately. For example, what are the standards that should be used to determine if an individual is qualified for an achievement certificate? What standards should be used to identify the various terminations categories? Such clarification of terms would be of assistance in conducting future research.

Subproposal No. 12

Regional advisory committees should be established because many of the institutions are located in rural areas. Members of the regional committees could then be drawn from the urban areas. These members could be called upon not only to critique the present program and make recommendations concerning improvements, but also to help in the placement of parolees or releasees.

Subproposal No. 13

If the Manual of Procedures for the Cumulative Case Summary of the Department of Corrections (November, 1973) represents the policy of the Department, then it should be implemented and adequately supported with the appropriate resources.

Subproposal No. 14

Inmates and ex-offenders should be included in vocational program planning. Further, inmates should be involved in their classification process in order to affect decisions regarding their educational program.

Subproposal No. 15

Prevocational activities should be installed to give inmates an opportunity to explore a variety of career opportunities, i.e., basic and/or advanced occupational training or education.

EPILOGUE

By making the above proposals the research team is not implying that the staff of Education Services, CDC, has not been cognizant and desirous of implementing change. In fact, much to their credit, there are current efforts being made which are designed to clarify and standardize for all institutions the use of certain terms, the involvement of inmates in vocational program planning, and the use of evaluation instruments. These efforts, as indicated by a staff member, have been stimulated by the questions and concerns raised by the members of the research team.

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APPENDIX - A

INMATE SURVEY QUESTIONNAIRE

BLUE QUESTIONNAIRE - Completers

YELLOW QUESTIONNAIRE - Achievers

GREEN QUESTIONNAIRE - Dropouts

WHITE QUESTIONNAIRE - Non Takers

A STUDY OF VOCATIONAL EDUCATION CLASSES IN CALIFORNIA PRISONS, 1974

INTRODUCTION

THIS STUDY IS ABOUT VOCATIONAL EDUCATION CLASSES IN THIS INSTITUTION. THESE ARE THE NON-PAID CLASSES WHICH ARE INTENDED TO PREPARE THE STUDENT FOR A JOB AT TIME OF PAROLE. IT IS IMPORTANT THAT WE GET YOUR HONEST FEELINGS AND OPINIONS ABOUT THESE CLASSES SO THAT WE CAN SEE IF THEY SHOULD BE CHANGED. ALL INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE SEEN ONLY BY THE RESEARCH TEAM FROM UCLA. THIS STUDY IS ALSO BEING CONDUCTED AT SEVERAL OTHER INSTITUTIONS IN CALIFORNIA AND THE INFORMATION THAT WILL BE SHOWN TO THE EDUCATION SERVICES SECTION OF THE DEPARTMENT OF CORRECTIONS WILL BE IN SUMMARY FORM AND NO ONE PERSON'S ANSWERS WILL BE IDENTIFIED.

NOTE: The part circles placed along the edge of each page that looks like this "( )" will be used when the information on the questionnaires is put together for the use of the computer. They are not to be used for marking your answers.

PART 1: ENROLLMENT FACTORS

THIS FIRST GROUP OF QUESTIONS IS ABOUT WHY INMATES ENROLL, OR DO NOT ENROLL IN VOCATIONAL EDUCATION CLASSES. THESE CLASSES ARE NOT SUPPOSED TO BE INVOLVED WITH PRISON MAINTENANCE TRAINING OR WITH CORRECTIONAL INDUSTRIES. AS AN EXAMPLE, VOCATIONAL EDUCATION CLASSES INCLUDE TRAINING FOR AUTO MECHANICS, MACHINISTS, PRINTERS, AND WELDERS AMONG OTHERS.

1. What vocational education classes have you taken during your present prison term?

Please circle only the numbers that represent the classes you have enrolled in, no matter which institution.

Air Conditioning & Refrig. Mechanic	01	( )-36
Air Engine Mechanic	02	( )-37
Air Frame	03	( )-38
Animal Grooming	04	( )-39
Auto Body and Fender Repair	05	( )-40
Auto Mechanic	06	( )-41
Auto Service Specialist	07	( )-42
Baking	08	( )-43
Bookbinding	09	( )-44
Building Maintenance (Janitorial)	10	( )-45
Compositing	11	( )-46
Cosmetology	12	( )-47
Diving, Commercial	13	( )-48
Drafting	14	( )-49
Dry Cleaning	15	( )-50
Electrician (Electronics)	16	( )-51
Electronic Data Processing	17	( )-52
Fire Science	18	( )-53
Furniture Technology	19	( )-54
Household Appliance Servicing	20	( )-55
Housekeeping	21	( )-56
Landscape Gardener	22	( )-57
Machinist	23	( )-58
Manicurist	24	( )-59
Mason	25	( )-60
Meatcutter	26	( )-61
Merchandising	27	( )-62
Mill and Cabinet	28	( )-63
Multi-clerical	29	( )-64
Nursing, LVN	30	( )-65
Nursing Aides	31	( )-66
Office Machine Repair	32	( )-67
Painter	33	( )-68
Plumber	34	( )-69
Printing (Letterpress)	35	( )-70
Printing (Offset)	36	( )-71
Radiologic Technology	37	( )-72
Sewing	38	( )-73
Sewing Machine Repair	39	( )-74
Sheet Metal	40	( )-75
Shoe Repair	41	( )-76
Silk Screening	42	79 80 ( )-77
Small Engine Repair	43	(0)(1)( )-78

1 2 3 4 5

( ) ( ) ( ) ( ) ( )

Textile Pattern Making	44	( )-6
Upholster	45	( )-7
Watch Repair	46	( )-8
Welder	47	( )-9
Wig Stylist	48	( )-10

2. Please rate the reasons listed below that caused you to decide to take these vocational education classes. How important were each of these reasons to you?

LIST OF REASONS	not important to me	somewhat important to me	very important to me	
to make money to support family	1	2	3	11 ( )
to please friends on the outside	1	2	3	12 ( )
to join inmate friends on the inside	1	2	3	13 ( )
to get a high school diploma	1	2	3	14 ( )
to get a job on the outside that you like	1	2	3	15 ( )
to qualify for an early parole	1	2	3	16 ( )
to pass the time	1	2	3	17 ( )
to receive extra privileges	1	2	3	18 ( )
to help you make it in civilian life	1	2	3	19 ( )
to show that you could really do something	1	2	3	20 ( )
to build confidence in yourself	1	2	3	21 ( )
to obtain VA or Voc Rehab benefits while in prison	1	2	3	22 ( )

A. If there were other reasons that are important, please write them in here.

23 ( )

3. Do you think that there are jobs available to you on the outside when you get out?

no..............1
yes.............2 (24)

IF YOU THINK THERE ARE JOBS AVAILABLE:
CONTINUE WITH "A" AND "B" BELOW

A. You may have learned about the different jobs that are available to you in various ways.

Please circle a number for each possible way to show how important it was to you.

WAYS YOU MIGHT HAVE LEARNED ABOUT JOBS:	not important to me	somewhat important to me	very important to me	
friends and family on the outside	1	2	3	(25)
friends on the inside	1	2	3	(26)
prison counsellors	1	2	3	(27)
prison administrators and/or officials	1	2	3	(28)
prison teachers	1	2	3	(29)
religious leaders, prison chaplain	1	2	3	(30)
prison guards	1	2	3	(31)
outside publications	1	2	3	(32)
prison publications	1	2	3	(33)
self help groups	1	2	3	(34)
prior employers	1	2	3	(35)
other ______________________	1	2	3	(36)

IF YOU THINK THERE ARE JOBS AVAILABLE:

B. Please rate the following ways you may have learned the kinds of training that would be needed to move into one of these jobs.

Please circle the number that shows how important each of the following was to you.

WAYS YOU MIGHT HAVE LEARNED ABOUT TRAINING:	not important to me	somewhat important to me	very important to me	
friends and family on the outside	1	2	3	(37)
friends on the inside	1	2	3	(38)
prison counsellors	1	2	3	(39)
prison administrators and/or officials	1	2	3	(40)
prison teachers	1	2	3	(41)
religious leaders, prison chaplain	1	2	3	(42)
prison guards	1	2	3	(43)
outside publications	1	2	3	(44)
prison publications	1	2	3	(45)
self help groups	1	2	3	(46)
prior employers	1	2	3	(47)
other____________________	1	2	3	(48)

4. Please tell us what reasons influenced you to stay in the classes circled in Question 1.

How important is each of the following reasons to you?

LIST OF REASONS	not important to me	somewhat important to me	very important to me	
to get a job on the outside....................	1	2	3	49 ( )
to gain self respect...........................	1	2	3	50 ( )
to support the family or yourself after release................................	1	2	3	51 ( )
class made you think...........................	1	2	3	52 ( )
you liked the teacher..........................	1	2	3	53 ( )
class was well planned.........................	1	2	3	54 ( )
what you learned was interesting...............	1	2	3	55 ( )
did well in assignments and tests.............	1	2	3	56 ( )
made the time pass easy........................	1	2	3	57 ( )
got along well with other inmates there.......	1	2	3	58 ( )
fear of disciplinary action if I failed to program as directed......................	1	2	3	59 ( )
knowing that failure to continue would mean loss of financial benefits being received because of training.................	1	2	3	60 ( )
				61-72 (Blank)

NOW WE ARE GOING TO ASK QUESTIONS IN A LITTLE DIFFERENT WAY. YOU WILL STILL CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR ANSWER.

5. Please tell us how important a person's age is in causing an inmate to enroll in vocational education training classes.

Circle only one number:

very unimportant............1
unimportant.................2
uncertain...................3
important...................4
very important..............5

73
( )

A. IF YOU CIRCLED "IMPORTANT" OR "VERY IMPORTANT":
Tell us why you feel this way.

____

____ $(^{74}\ )$

6. Now tell us how important a person's race has to do with an inmate enrolling in the vocational education training classes.

Circle only one number:

very unimportant.........1
unimportant..............2
uncertain................3
important................4
very important...........5 $(^{75}\ )$

A. IF YOU CIRCLED "IMPORTANT" OR "VERY IMPORTANT":
Tell us why you feel this way.

____

____

____ $(^{76}\ )$

7. Do inmates select certain vocational education classes on the basis of race?

no.................1
yes................2 $(^{77}\ )$

8. Does the daily prison routine, such as clean-up, meals, etc., affect inmate enrollment in vocational education training classes?

no.................1
yes................2 $(^{78}\ )$

A. IF YOU ANSWERED YES:
Which prison routines have affected inmate enrollment?

____

____

____

____ $(^{79}\ )$

$(^{80}2)$

$(^{1}\ )(^{2}\ )(^{3}\ )(^{4}\ )(^{5}\ )$

9. Did you have a need to learn a trade while inside?

no.............1 6
yes............2 ( )

A. IF YOU ANSWERED "YES":
Would you say this need was...

Remember, circle only one number:

definitely not met.......1
probably not met.........2
uncertain................3
probably met.............4 7
definitely met...........5 ( )

10. Did you feel you had a personal need to gain recognition and respect?

no.............1 8
yes............2 ( )

A. IF YOU ANSWERED "YES":
Would you say this need was met through vocational education classes?

definitely not met.......1
probably not met.........2
uncertain................3
probably met.............4 9
definitely met...........5 ( )

11. How did you feel your need to pass the time more easily was met through vocational education classes? Would you say...

definitely not met.......1
probably not met.........2
uncertain................3
probably met.............4 10
definitely met...........5 ( )

12. Do some inmates pass up the chance to take a vocational education training class because it is not offered at a prison they want to go to?

definitely no............1
probably no..............2
uncertain................3
probably yes.............4 11
definitely yes...........5 ( )

13. Do you feel that the classification system that operates within this institution hurts your chances to take the kinds of vocational education classes you want?

definitely not hurt.....1
probably does not hurt..2
uncertain...............3
probably hurts..........4
definitely hurts........5 (12)

A. IF DEFINITELY OR PROBABLY HURTS:
Why do you feel this way?

____

____

____ (13)

14. Do you think that current parole requirements and procedures might limit some inmates' chances to get a job before their parole date?

definitely no...........1
probably no.............2
uncertain...............3
probably yes............4
definitely yes..........5 (14)

A. IF DEFINITELY OR PROBABLY YES:
Why do you feel this way?

____

____

____ (15)

PART II. ADMINISTRATION OF VOCATIONAL EDUCATION

THIS SECOND GROUP OF QUESTIONS ASKS WHAT YOU THINK ABOUT THE WAY VOCATIONAL EDUCATION CLASSES ARE RUN.

15. Below are some reasons the institution might provide vocational education classes for you.

Please tell us how important these reasons are by circling a number for each reason.

REASONS	not important to me	somewhat important to me	very important to me	
to get you a job that makes you proud upon release..................................	1	2	3	(16)
to help you make it on the outside................	1	2	3	(17)
to make the Department of Corrections look good...	1	2	3	(18)
to experiment with training programs.............	1	2	3	(19)
to keep you busy while you are here..............	1	2	3	(20)
to make work for the teachers.....................	1	2	3	(21)
to boost the morale of inmates....................	1	2	3	(22)
as society's way of reforming you.................	1	2	3	(23)

A. If there are other important reasons, please write them in.

____

____

____ (24)

16. Do inmates at this institution have enough time for vocational education classes, or do other prison activities, such as recreation, keep them out of vocational education classes?

inmates are given all the time they need for vocational education............................1
other activities keep inmates out of vocational education..........2
some inmates are given enough time, others are not.................3 25 ( )

A. IF OTHER ACTIVITIES ARE A PROBLEM:
Name these activities...

____

____

____

______________________________________ 26 ( )

B. IF OTHER ACTIVITIES ARE A PROBLEM:
How do the activities you just named keep inmates from taking vocational education classes?

____

____

____

____

______________________________________ 27 ( )

C. Do you think that inmate gangs or political organizations keep other inmates from enrolling in vocational education training classes?

no..............1
yes.............2 28 ( )

17. How would you rate other ways vocational education classes might be made available to inmates?

How desirable are the following?

WAYS OF OFFERING CLASSES	not at all desirable	somewhat desirable	very desirable	
Classes offered inside by teachers from some college or trade school....	1	2	3	29 ( )
Classes offered outside by teachers from some college or trade school....	1	2	3	30 ( )
Classes offered by mail................	1	2	3	31 ( )

18. Who should manage the prison's vocational education programs?

PLEASE CIRCLE ONLY ONE ANSWER

prison officials should manage the programs.........................1
some outside group should manage the programs......................2 32 ( )

A. Why do you feel this way?

____

____

____

______________________________ 33 ( )

19. What are your feelings about the use of the vocational education staff?

How would you rate the following suggestions?

	poor	uncertain	good	
present teachers kept on full time..............	1	2	3	34 ( )
present teachers kept on but have teachers from outside colleges and trade schools come in to assist in the teaching.............	1	2	3	35 ( )
present teachers kept on but have employers from the outside come in to assist in the teaching.................................	1	2	3	36 ( )
present teachers kept on but had inmates assist them in the teaching..........................	1	2	3	37 ( )
all teachers exchanged on a regular basis with teachers from the outside.....................	1	2	3	38 ( )
keep none of the present teachers...............	1	2	3	39 ( )

20. Have you, or any of your fellow inmates (such as inmate committees) been asked to help plan the vocational education classes in this institution?

no..............1
yes.............2
40 ( )

A. IF YES:
Do you feel that your suggestions have been used?

no..............1
yes.............2
41 ( )

(1) IF NO TO A:
Why weren't they used?

____

____

____

____

42 ( )

21. How important is it to you and your fellow inmates to be involved in the planning of vocational education classes?

Circle only one number:

definitely unimportant.......1
unimportant....................2
uncertain......................3
important......................4
definitely important.........5

43 ( )

22. Do you think ex-inmates who have made it well on the outside should be asked to help plan programs?

Circle only one number:

definitely no.................1
probably no...................2
uncertain.....................3
probably yes..................4
definitely yes................5

44 ( )

23. What vocational training classes should be added at this place?

____

____

____

____

45 ( )

PART III. QUALITY OF VOCATIONAL EDUCATION CLASSES AND SERVICES

WE NOW ASK YOU TO TELL US WHAT YOU THINK OF THE VOCATIONAL EDUCATION CLASSES OFFERED IN CALIFORNIA CORRECTIONAL INSTITUTIONS AND THE KIND OF JOB THEY ARE DOING FOR YOU AND THE OTHERS.

24. Please rate institutional vocational education classes in terms of preparing you for a job.

Would you say that each of the following is poor, medium, or good?

	poor	medium	good	
training is.................	1	2	3	46 ( )
equipment is................	1	2	3	47 ( )
facilities (classrooms, shops, etc.) are..........	1	2	3	48 ( )
teachers are................	1	2	3	49 ( )
ways of teaching are........	1	2	3	50 ( )

25. Could you get each of the following things when you needed them in vocational education classes?

	seldom	most of the time	almost always	
tools and equipment....................	1	2	3	51 ( )
work materials, supplies, etc.........	1	2	3	52 ( )
books, worksheets, etc.................	1	2	3	53 ( )

26. Are institutional vocational education classes getting you and others ready to hold a job on the outside?

How well do the classes:

	poor	medium	good	
train a person to fill out job applications......	1	2	3	54 ( )
train a person for a job interview...............	1	2	3	55 ( )
prepare a person to get along with fellow workers	1	2	3	56 ( )
prepare a person to get along on the job with supervisors................................	1	2	3	57 ( )
prepare a person to talk openly about personal problems with the employer when these problems begin to cause trouble on the job..............	1	2	3	58 ( )
tell a person what is happening in the job market.......................................	1	2	3	59 ( )
tell a person what training and skill are needed for getting and advancing on a job......	1	2	3	60 ( )
prepare a person to go about hunting for a job to use this training....................	1	2	3	61 ( )
prepare a person to know the work habits an employer will respect.......................	1	2	3	62 ( )
prepare a person to cope with the stress of putting out good work all the time.............	1	2	3	63 ( )

27. How would you rate the prison counsellors in terms of their encouraging your interest in vocational education?

very poor...................1
poor........................2
neither good nor bad.......3
good........................4
very good...................5 64 ( )

28. Have you told your friends that it would be good for them to take vocational education classes at this institution?

no....................1 65
yes...................2 ( )

A. IF NO: Why haven't you? ________________________________

____

____ 66 ( )

29. How would you rate the following things that may be useful to get men to take vocational education classes here and stay in them until they have completed the classes?

How important is each of the following:

	very important	medium	not important	
offer classes that give a man a chance to show he can really do something.......	1	2	3	67 ( )
have teachers who know their subject and can teach it to others..................	1	2	3	68 ( )
provide classrooms and shops that are suitable for the subject being taught........	1	2	3	69 ( )
provide books, tools, up-to-date equipment and other resources that can be used to learn the subject......................	1	2	3	70 ( )
provide counselling that will help men better choose classes that are suited to their interests and skills....................	1	2	3	71 ( )
provide special tutoring for those men who need extra help.........................	1	2	3	72 ( )

A. If there are other important things, please write them in.

____

____

____ 73 ( )

30. How often do you meet with a counsellor from this institution about your job future?

Circle only one number:

at least once a week.............1
every 2 - 3 weeks................2
at least once a month............3
other times......................4
never meet with counsellor.......5 74 ( )

A. IF YOU MET WITH A COUNSELLOR: Do you feel the counsellor has helped you in planning for the future?

Would you say these meetings have been...

very useless.....................1
useless..........................2
uncertain........................3
helpful..........................4
very helpful.....................5 75 ( )

31. How often do you think the administration uses vocational education classes for prison maintenance or personal use?

very seldom.................1
seldom......................2
uncertain...................3
often.......................4 76
very often..................5 ( )

77 78 79 80
(0)(0)(0)(3)

1 2 3 4 5
( )( )( )( )( )

PART IV. OUTCOMES OF VOCATIONAL EDUCATION

NOW WE WANT YOU TO TELL US ABOUT YOUR FUTURE JOB PLANS AND HOW WELL THE VOCATIONAL EDUCATION CLASSES IN CORRECTIONAL INSTITUTIONS HAVE PREPARED YOU FOR THESE JOBS.

32. We have listed some possible pay-offs in preparing a person for a job once he is released.

How important is each of the following pay-offs?

	not important to me	somewhat important to me	very important to me	
to make money to support family............	1	2	3	6 ( )
to help you make it in civilian life.......	1	2	3	7 ( )
to show that you could really do something.	1	2	3	8 ( )
to build confidence in yourself............	1	2	3	9 ( )

A. If there are any other important pay-offs, please write them in.

____

____

____

____ 10
( )

33. In thinking of a job on the outside, how would you like each of the following work situations?

	not at all	somewhat	very much	
working with people................	1	2	3	11 ( )
working with machines..............	1	2	3	12 ( )
working with skill tools...........	1	2	3	13 ( )
working with plants................	1	2	3	14 ( )
working with animals...............	1	2	3	15 ( )

A. Would you prefer to work with a lot of people, a few, or work alone?

work with a lot of people.....1
work with only a few people...2
work alone....................3

16
( )

B. Would you prefer to work in an office or shop, or would you prefer to work out of doors?

work in an office or shop.....1
work out of doors.............2
it makes no difference........3

17
( )

34. Tell us about the type of job you want when you are paroled. Will it be a...

technical job.................1
skilled job...................2
semiskilled job...............3
unskilled job.................4
have plans to do something else.......................5

18
( )

A. IF PLANS TO DO SOMETHING ELSE:
Please write in your plans..

____

____

____

____

19
( )

35. How well do you think you will do in getting this type of job on the outside if you are one of many after the job?

don't expect to get it...............1
quite doubtful that I'll get it......2
uncertain............................3
fairly sure will get it..............4 20
very sure will get it................5 ( )

36. Have your ideas about a job changed since you took one of the vocational education classes at this place?

definitely no........................1
no...................................2
uncertain............................3
yes..................................4 21
definitely yes.......................5 ( )

A. IF IDEAS HAVE CHANGED:
How have they changed? Please describe.

____

____

____ 22

____ ( )

37. Do each of the following statements describe a person who has been successful in vocational education classes?

	no	maybe	yes	
he puts in the total time needed to complete the vocational class..................................	1	2	3	23 ( )
he put in enough time to learn the skill................	1	2	3	24 ( )
he got an A in the class............................	1	2	3	25 ( )
he got a B in the class.............................	1	2	3	26 ( )
he got an early parole..............................	1	2	3	27 ( )

A. If there are other important ways you would identify success, please write them in.

____

____ 28

____ ( )

29-79
(Blank)
80
(4)

1 2 3 4 5
( )( )( )( )( )

ART V. PERSONAL DATA

NOW SOME QUESTIONS ABOUT YOURSELF

8. What is your age?

under 20............1
20 - 29..............2
30 - 39..............3
40 - 49..............4
50 - 59..............5
60 or over..........6

6
( )

9. What is the highest grade you completed in school?
Please circle the number that best describes your education.

Grade Completed

no formal schooling....................0
1
2
3
4
5
6
7
8
9
10
11
high school diploma...................12
1 year above high school..............13
2 years above high school.............14
3 years above high school.............15
4 years above high school
college degree.......................16
more than 4 years above high school..17

7 8
( )( )

A. IF YOU CIRCLED 13, 14, or 15:
Where did you get this schooling?

two-year or community college..................1
four-year college or university.................2
military technical training......................3
trade or vocational school......................4
other place......................................5

9
( )

IF YOU CIRCLED NO. 5, "OTHER PLACE" PLEASE WRITE IN WHERE

____

____

____

white/caucasian..................1
black/negro/Afro-American........2
Spanish-American/Chicano/
  Mexican-American...............3 10
other............................4 ( )

IF YOU CIRCLED NO. 4, "OTHER" PLEASE WRITE IN

____

____

41. What is your current marital status on the outside?

married (including common-law)...1
single, never married............2
widowed..........................3
divorced.........................4 11
separated........................5 ( )

A. IF PRESENTLY MARRIED:
How long have you been married?

less than one year...............1
1 - 5 years......................2
6 - 10 years.....................3
11 - 15 years....................4
16 - 20 years....................5
21 - 25 years....................6 12
over 25 years....................7 ( )

B. IF PRESENTLY MARRIED:
Which of the following best describes
your married life?

very unhappy.....................1
unhappy..........................2
uncertain........................3
happy............................4 13
very happy.......................5 ( )

42. How many children go by your name? .... ______ 14 ( ) 15 ( )

43. How would you describe your personal health?

very poor........................1
poor.............................2
uncertain........................3
good.............................4
very good........................5 16 ( )

44. What is the longest time (in years) you worked on a full-time job?.......................................________ 17 18 ( )( )

A. What did you do?

____

____ 19 ( )

45. About how many years all together were you working at legal jobs on the outside.......................................________ 20 21 ( )( )

46. About how many years all together were you looking for work on the outside?.......................................________ 22 23 ( )( )

47. IF EVER WORKED FULL TIME:
What was your income per week the last year you worked full time?

Please circle the number that represents the figures that are closest to the amount.

less than $50.........1
$50 - $65.............2
$66 - $80.............3
$81 - $100............4
$101 - $125...........5
$126 - $145...........6
$146 - $165...........7
$166 - $185...........8
$186 - $205...........9
$206 - $230..........10
$231 - $250..........11
$251 - $310..........12
$311 - $410..........13
$411 - $500..........14 24 25
$500 or over.........15 ( )( )

48. What were you doing at the time just prior to your being put in prison this last time?

Please circle the number that best describes the thing that was taking up most of your time.

unemployed....................1
student.......................2
working
  in a professional job such as an engineer...........3
  in a technical job such as a dental technician......4
  in a skilled trade such as a machinist..............5
  in a semi-skilled job such as a farmhand............6 — 26
other.........................7 — ( )
  PLEASE WRITE IN

____

____

49. How many times have you done time in prison? ________ — 27 ( )

50. How long have you been in this time? ________years ________months — 28 29 ( )( )

51. What is the minimum time given for your sentence?

________years ________months — 30 31 ( )( )

52. Have you ever taken vocational education classes on the outside?

no...........1
yes..........2 — (32)

A. IF YES:
What classes did you take?

PLEASE WRITE IN____

____

____ — 33 ( )

(1) How much did you like these classes?

not at all........1
somewhat..........2 — 34
very much.........3 — ( )

53. If there is any other information you would like to give us about vocational education classes and training, perhaps something we left out, please write it in here. 35 ( )

LET US REMIND YOU THAT THIS INSTITUTION IS ONLY ONE OF SEVERAL FROM WHICH INFORMATION WE NEED IS BEING OBTAINED.

WOULD YOU BE WILLING TO BE INTERVIEWED AT A LATER TIME ABOUT VOCATIONAL EDUCATION? IF YES, PLEASE PRINT YOUR NAME HERE:

____

REMEMBER THAT YOUR ANSWERS TO THE QUESTIONS WILL BE HELD IN STRICT CONFIDENCE AND WILL BE SEEN ONLY BY THE UCLA RESEARCH TEAM.

PLEASE ACCEPT OUR THANKS FOR YOUR PART IN THIS MOST IMPORTANT STUDY

Ralph Bregman

RALPH BREGMAN
UCLA PROJECT MANAGER

A STUDY OF VOCATIONAL EDUCATION CLASSES IN CALIFORNIA PRISONS, 1974

INTRODUCTION

THIS STUDY IS ABOUT VOCATIONAL EDUCATION CLASSES IN THIS INSTITUTION. THESE ARE THE NON-PAID CLASSES WHICH ARE INTENDED TO PREPARE THE STUDENT FOR A JOB AT TIME OF PAROLE. IT IS IMPORTANT THAT WE GET YOUR HONEST FEELINGS AND OPINIONS ABOUT THESE CLASSES SO THAT WE CAN SEE IF THEY SHOULD BE CHANGED. ALL INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE SEEN ONLY BY THE RESEARCH TEAM FROM UCLA. THIS STUDY IS ALSO BEING CONDUCTED AT SEVERAL OTHER INSTITUTIONS IN CALIFORNIA AND THE INFORMATION THAT WILL BE SHOWN TO THE EDUCATION SERVICES SECTION OF THE DEPARTMENT OF CORRECTIONS WILL BE IN SUMMARY FORM AND NO ONE PERSON'S ANSWERS WILL IDENTIFIED.

NOTE: The part circles placed along the edge of each page that looks like this "( )" will be used when the information on the questionnaires is put together for the use of the computer. They are not to be used for marking your answers.

PART I: ENROLLMENT FACTORS

THIS FIRST GROUP OF QUESTIONS IS ABOUT WHY INMATES ENROLL, OR DO NOT ENROLL IN VOCATIONAL EDUCATION CLASSES. THESE CLASSES ARE NOT SUPPOSED TO BE INVOLVED WITH PRISON MAINTENANCE TRAINING OR WITH CORRECTIONAL INDUSTRIES. AS AN EXAMPLE, VOCATIONAL EDUCATION CLASSES INCLUDE TRAINING FOR AUTO MECHANICS, MACHINISTS. PRINTERS, AND WELDERS AMONG OTHERS.

1. What vocational education classes have you taken during your present prison term?

Please circle only the numbers that represent the classes you have enrolled in, no matter which institution.

Air Conditioning & Refrig. Mechanic	01		( )-36
Air Engine Mechanic	02		( )-37
Air Frame	03		( )-38
Animal Grooming	04		( )-39
Auto Body and Fender Repair	05		( )-40
Auto Mechanic	06		( )-41
Auto Service Specialist	07		( )-42
Baking	08		( )-43
Bookbinding	09		( )-44
Building Maintenance (Janitorial)	10		( )-45
Compositing	11		( )-46
Cosmetology	12		( )-47
Diving, Commercial	13		( )-48
Drafting	14		( )-49
Dry Cleaning	15		( )-50
Electrician (Electronics)	16		( )-51
Electronic Data Processing	17		( )-52
Fire Science	18		( )-53
Furniture Technology	19		( )-54
Household Appliance Servicing	20		( )-55
Housekeeping	21		( )-56
Landscape Gardener	22		( )-57
Machinist	23		( )-58
Manicurist	24		( )-59
Mason	25		( )-60
Meatcutter	26		( )-61
Merchandising	27		( )-62
Mill and Cabinet	28		( )-63
Multi-clerical	29		( )-64
Nursing, LVN	30		( )-65
Nursing Aides	31		( )-66
Office Machine Repair	32		( )-67
Painter	33		( )-68
Plumber	34		( )-69
Printing (Letterpress)	35		( )-70
Printing (Offset)	36		( )-71
Radiologic Technology	37		( )-72
Sewing	38		( )-73
Sewing Machine Repair	39		( )-74
Sheet Metal	40		( )-75
Shoe Repair	41		( )-76
Silk Screening	42	79 80	( )-77
Small Engine Repair	43	(0)(1)	( )-78

1 2 3 4 5
( )( )( )( )( )

Textile Pattern Making	44	( )-6
Upholster	45	( )-7
Watch Repair	46	( )-8
Welder	47	( )-9
Wig Stylist	48	( )-10

2. Please rate the reasons listed below that caused you to decide to take these vocational education classes. How important were each of these reasons to you?

LIST OF REASONS	not important to me	somewhat important to me	very important to me	
to make money to support family................	1	2	3	11 ( )
to please friends on the outside...............	1	2	3	12 ( )
to join inmate friends on the inside...........	1	2	3	13 ( )
to get a high school diploma...................	1	2	3	14 ( )
to get a job on the outside that you like......	1	2	3	15 ( )
to qualify for an early parole.................	1	2	3	16 ( )
to pass the time...............................	1	2	3	17 ( )
to receive extra privileges....................	1	2	3	18 ( )
to help you make it in civilian life...........	1	2	3	19 ( )
to show that you could really do something.....	1	2	3	20 ( )
to build confidence in yourself................	1	2	3	21 ( )
to obtain VA or Voc Rehab benefits while in prison....................................	1	2	3	22 ( )

A. If there were other reasons that are important, please write them in here.

____

____

____

____

____

____ 23 ( )

3. Do you think that there are jobs available to you on the outside when you get out?

no.................1		24
yes................2		( )

IF YOU THINK THERE ARE JOBS AVAILABLE: CONTINUE WITH "A" AND "B" BELOW

A. You may have learned about the different jobs that are available to you in various ways.

Please circle a number for each possible way to show how important it was to you.

WAYS YOU MIGHT HAVE LEARNED ABOUT JOBS:	not important to me	somewhat important to me	very important to me	
friends and family on the outside..........	1	2	3	25 ( )
friends on the inside......................	1	2	3	26 ( )
prison counsellors.........................	1	2	3	27 ( )
prison administrators and/or officials.....	1	2	3	28 ( )
prison teachers............................	1	2	3	29 ( )
religious leaders, prison chaplain.........	1	2	3	30 ( )
prison guards..............................	1	2	3	31 ( )
outside publications.......................	1	2	3	32 ( )
prison publications........................	1	2	3	33 ( )
self help groups...........................	1	2	3	34 ( )
prior employers............................	1	2	3	35 ( )
other______________________________	1	2	3	36 ( )

IF YOU THINK THERE ARE JOBS AVAILABLE:

B. Please rate the following ways you may have learned the kinds of training that would be needed to move into one of these jobs.

Please circle the number that shows how important each of the following was to you.

WAYS YOU MIGHT HAVE LEARNED ABOUT TRAINING:	not important to me	somewhat important to me	very important to me	
friends and family on the outside..............	1	2	3	37 ( )
friends on the inside........................	1	2	3	38 ( )
prison counsellors...........................	1	2	3	39 ( )
prison administrators and/or officials.........	1	2	3	40 ( )
prison teachers..............................	1	2	3	41 ( )
religious leaders, prison chaplain............	1	2	3	42 ( )
prison guards................................	1	2	3	43 ( )
outside publications.........................	1	2	3	44 ( )
prison publications..........................	1	2	3	45 ( )
self help groups.............................	1	2	3	46 ( )
prior employers..............................	1	2	3	47 ( )
other______________________________	1	2	3	48 ( )

4. Please tell us what reasons influenced you to stay in the classes you circled in Question 1 as long as you have.

How important is each of the following reasons to you?

LIST OF REASONS	not important to me	somewhat important to me	very important to me	
to get a job on the outside	1	2	3	49 ( )
to gain self respect	1	2	3	50 ( )
to support the family or yourself after release	1	2	3	51 ( )
class made me think	1	2	3	52 ( )
you liked the teacher	1	2	3	53 ( )
class was well planned	1	2	3	54 ( )
what you learned was interesting	1	2	3	55 ( )
did well in assignments and tests	1	2	3	56 ( )
made the time pass easy	1	2	3	57 ( )
got along well with other inmates there	1	2	3	58 ( )

A. If you have already left the training class and have received a certificate of achievement, please answer the following:

We are interested in finding out why you did not go further with your vocational education classes. Please tell us how important the following reasons were in causing you to stop when (or where) you did.

LIST OF REASONS	not important to me	somewhat important to me	very important to me	
did not have the time	1	2	3	59 ( )
classes became too difficult	1	2	3	60 ( )
lost interest in the classes	1	2	3	61 ( )
additional training was not needed	1	2	3	62 ( )
was told it was a waste of time to go further	1	2	3	63 ( )
personal health got in the way	1	2	3	64 ( )
put on parole	1	2	3	65 ( )
transferred to another institution	1	2	3	66 ( )
reassigned within the institution	1	2	3	67 ( )
got all you could out of it	1	2	3	68 ( )

69-72
(Blank)

NOW WE ARE GOING TO ASK QUESTIONS IN A LITTLE DIFFERENT WAY.
YOU WILL STILL CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR ANSWER.

5. Please tell us how important a person's age is in causing an inmate to enroll in vocational education training classes?

Circle only one number:

very unimportant..........1
unimportant...............2
uncertain.................3
important.................4
very important............5 73 ( )

A. IF YOU CIRCLED "IMPORTANT" OR "VERY IMPORTANT":
Tell us why you feel this way.

____

____

____ 74 ( )

6. Now tell us how important a person's race has to do with an inmate enrolling in the vocational training classes.

Circle only one number:

very unimportant..........1
unimportant...............2
uncertain.................3
important.................4
very important............5 75 ( )

A. IF YOU CIRCLED "IMPORTANT" OR "VERY IMPORTANT":
Tell us why you feel this way.

____

____

____ 76 ( )

7. Do inmates select certain vocational education classes on the basis of race?

no...............1
yes..............2

77
( )

8. Does the daily prison routine, such as clean-up, meals, etc. affect inmate enrollment in vocational education training classes?

no...............1
yes..............2

(78)

A. IF YOU ANSWERED YES:
Which prison routines have affected inmate enrollment?

____

____

____

79
( )

80
(2)

1 2 3 4 5
( )( )( )( )( )

9. Did you have a need to learn a trade while inside?

no...............1
yes..............2

6
( )

A. IF YOU ANSWERED "YES":
Would you say this need was....

Remember, circle only one number:

definitely not met.......1
probably not met.........2
uncertain................3
probably met.............4
definitely met...........5

7
( )

10. Did you feel you had a personal need to gain recognition and respect?

no...............1
yes..............2

8
( )

A. IF YOU ANSWERED "YES":
Would you say this need was met through vocational education classes?

definitely not met.......1
probably not met.........2
uncertain................3
probably met.............4
definitely met...........5

9
( )

11. How did you feel your need to pass the time more easily was met through vocational education classes? Would you say...

definitely not met.......1
probably not met.........2
uncertain................3
probably met.............4
definitely met...........5

(10)

12. Do some inmates pass up the chance to take a vocational education training class because it is not offered at a prison they want to go to?

definitely no............1
probably no..............2
uncertain................3
probably yes.............4
definitely yes...........5

11
( )

13. Do you feel that the classification system that operates within this institution hurts your chances to take the kinds of vocational education classes you want?

definitely not hurt......1
probably does not hurt...2
uncertain................3
probably does hurt.......4
definitely hurts.........5

12
( )

A. IF "DEFINITELY" OR "PROBABLY" HURTS:
Why do you feel this way?

____

____

____

13
( )

14. Do you think that current parole requirements and procedures might limit some inmates' chances to get a job before their parole date?

definitely no............1
probably no..............2
uncertain................3
probably yes.............4
definitely yes...........5

14
( )

A. IF "DEFINITELY" OR "PROBABLY" YES:
Why do you feel this way?

____

____

____

15
( )

PART II. ADMINISTRATION OF VOCATIONAL EDUCATION

THIS SECOND GROUP OF QUESTIONS ASKS WHAT YOU THINK ABOUT THE WAY VOCATIONAL EDUCATION CLASSES ARE RUN.

15. Below are some reasons the institution might provide vocational education classes for you. Please tell us how important these reasons are by circling a number for each reason.

REASONS	not important to me	somewhat important to me	very important to me	
to get you a job that makes you proud on release	1	2	3	16 ( )
to help you make it on the outside	1	2	3	17 ( )
to make the Department of Corrections look good	1	2	3	18 ( )
to experiment with training programs	1	2	3	19 ( )
to keep you busy while you are here	1	2	3	20 ( )
to make work for the teachers	1	2	3	21 ( )
to boost the morale of inmates	1	2	3	22 ( )
as society's way of reforming you	1	2	3	23 ( )

A. If there are other important reasons, please write them in.

____

____

____

____ 24 ( )

16. Do inmates at this institution have enough time for vocational education classes or do other prison activities, such as recreation, keep them out of vocational education classes?

inmates are given all the time they need
for vocational education..............................1
other activities keep inmates out of
vocational education..................................2

some inmates are given enough time, others are not.....3   25 ( )

A. IF OTHER ACTIVITIES ARE A PROBLEM:
Name these activities...

____

____

____   26 ( )

B. IF OTHER ACTIVITIES ARE A PROBLEM:
How do the activities you just named keep inmates from taking vocational education classes?

____

____

____

____   27 ( )

C. Do you think that inmate gangs or political organizations keep other inmates from enrolling in vocational training classes?

no.......................1
yes......................2   28 ( )

17. How would you rate other ways vocational education classes might be made available to inmates?

How desirable are the following:

WAYS OF OFFERING CLASSES	not at all desirable	somewhat desirable	very desirable	
classes offered inside by teachers from some college or trade school........	1	2	3	29 ( )
classes offered outside by teachers from some college or trade school........	1	2	3	30 ( )
classes offered by mail....................	1	2	3	31 ( )

18. Who should manage the prison's vocational education programs?

PLEASE CIRCLE ONLY ONE ANSWER

prison officials should manage the programs........................1
some outside group should manage the programs......................2

32
( )

A. Why do you feel this way?

____

____

____

33
( )

19. What are your feelings about the use of the vocational education staff?

How would you rate the following suggestions?

	poor	uncertain	good	
present teachers kept on full time.............	1	2	3	34 ( )
present teachers kept on but have teachers from outside colleges and trade schools come in to assist in the teaching............	1	2	3	35 ( )
present teachers kept on but have employers from the outside come in to assist in the teaching................................	1	2	3	36 ( )
present teachers kept on but have inmates assist them in the teaching..................	1	2	3	37 ( )
all teachers exchanged on a regular basis with teachers from the outside....................	1	2	3	38 ( )
keep none of the present teachers..............	1	2	3	39 ( )

20. Have you, or any of your fellow inmates (such as inmate committees) been asked to help plan the vocational education classes in this institution?

no....................1
yes...................2 40 ( )

A. IF YES:
Do you feel that your suggestions have been used?

no....................1
yes...................2 41 ( )

(1) IF NO TO A:
Why weren't they used?

____

____

______________________________________ 42 ( )

21. How important is it to you and your fellow inmates to be involved in the planning of vocational education classes?

Circle only one number:

definitely unimportant.......1
unimportant..................2
uncertain....................3
important....................4
definitely important.........5 43 ( )

22. Do you think ex-inmates who have made it well on the outside should be asked to help plan programs?

Circle only one number:

definitely no................1
probably no..................2
uncertain....................3
probably yes.................4
definitely yes...............5 44 ( )

23. What vocational training classes should be added at this place?

____

____

______________________________________ 45 ( )

PART III. QUALITY OF VOCATIONAL EDUCATION CLASSES AND SERVICES

WE NOW ASK YOU TO TELL US WHAT YOU THINK OF THE VOCATIONAL EDUCATION CLASSES OFFERED IN CALIFORNIA CORRECTIONAL INSTITUTIONS AND THE KIND OF JOB THEY ARE DOING FOR YOU AND THE OTHERS.

24. Please rate institutional vocational education classes in terms of preparing you for a job.

Would you say that each of the following is poor, medium, or good?

	poor	medium	good	
training is...........	1	2	3	46 ( )
equipment is..........	1	2	3	47 ( )
facilities (classrooms, shops, etc.) are....	1	2	3	48 ( )
teachers are..........	1	2	3	49 ( )
ways of teaching are..	1	2	3	50 ( )

25. Could you get each of the following things when you needed them in vocational education classes?

	seldom	most of the time	almost always	
tools and equipment.........	1	2	3	51 ( )
work materials, supplies, etc.............	1	2	3	52 ( )
books, worksheets, etc......	1	2	3	53 ( )

26. Are institutional vocational education classes getting you and others ready to hold a job on the outside?

How well do the classes:

	poor	medium	good	
train a person to fill out a job application....................	1	2	3	54 ( )
train a person for a job interview......................	1	2	3	55 ( )
prepare a person to get along with fellow workers...............	1	2	3	56 ( )
prepare a person to get along with supervisors..................	1	2	3	57 ( )
prepare a person to talk openly about personal problems with the employer when these problems begin to cause trouble on the job.	1	2	3	58 ( )
tell a person what is happening in the job market.................	1	2	3	59 ( )
tell a person what training and skill are needed for getting and advancing on a job............	1	2	3	60 ( )
prepare a person to go about hunting for a job to use this training......................	1	2	3	61 ( )
prepare a person to know the work habits an employer will respect...	1	2	3	62 ( )
prepare a person to cope with stress of putting out good work all the time............................	1	2	3	63 ( )

27. How would you rate the prison counsellors in terms of their encouraging your interest in vocational education?

very poor.................1
poor......................2
neither good nor bad.....3
good......................4
very good.................5 64 ( )

28. Have you told your friends that it would be good for them to take vocational education classes at this institution?

no...............1
yes..............2 (65)

A. IF NO:

Why haven't you?

____

____ (66)

29. How would you rate the following things that may be useful to get men to take vocational education classes here and stay in them until they have completed the classes?

How important is each of the following:

	not important	medium	very important	
offer classes that give a man a chance to show he can really do something............	1	2	3	(67)
have teachers who know their subject and can teach it to others......................	1	2	3	(68)
provide classrooms and shops that are suitable for the subject being taught...............	1	2	3	(69)
provide books, tools, up-to-date equipment and other resources that can be used to learn the subject..........................	1	2	3	(70)
provide counselling that will help men better choose classes that are suited to their interests and skills......................	1	2	3	(71)
provide special tutoring for those men who need extra help...........................	1	2	3	(72)

A. If there are other important things, please write them in.

____

____

____ (73)

30. How often do you meet with a counsellor from this institution about your job future?

Circle only one number:

at least once a week.....1
every 2 - 3 weeks........2
at least once a month....3
other times..............4
never meet with
counsellor...........5

74
( )

A. IF YOU MEET WITH COUNSELLOR:
Do you feel the counsellor has helped you in planning for the future?
Would you say that these meetings have been...

very useless..............1
useless...................2
uncertain.................3
helpful...................4
very helpful..............5

75
( )

31. How often do you think the administration uses vocational education classes for prison maintenance or personal use?

very seldom...............1
seldom....................2
uncertain.................3
often.....................4
very often................5

76
( )

77 78 79 80
(0)(0)(0)(3)

(1)(2)(3)(4)(5)

PART IV. OUTCOMES OF VOCATIONAL EDUCATION

NOW WE WANT YOU TO TELL US ABOUT YOUR FUTURE JOB PLANS AND HOW WELL THE VOCATIONAL EDUCATION CLASSES IN CORRECTIONAL INSTITUTIONS HAVE PREPARED YOU FOR THESE JOBS.

32. We have listed some possible pay-offs in preparing a person for a job once he is released.

How important is each of the following pay-offs?

	not important to me	somewhat important to me	very important to me	
to make money to support family...........	1	2	3	6 ( )
to help you make it in civilian life......	1	2	3	7 ( )
to show that you could really do something................................	1	2	3	8 ( )
to build confidence in yourself...........	1	2	3	9 ( )

A. If there are any other important pay-offs, please write them in.

____

____

____

____ 10 ( )

33. In thinking of a job on the outside, how would you like each of the following work situations?

	not at all	somewhat	very much	
working with people.................	1	2	3	11 ( )
working with machines..............	1	2	3	12 ( )
working with skill tools...........	1	2	3	13 ( )
working with plants................	1	2	3	14 ( )
working with animals...............	1	2	3	15 ( )

A. Would you prefer to work with a lot of people, a few, or work alone?

work with a lot of people........1
work with only a few people......2
work alone.......................3 16 ( )

B. Would you prefer to work in an office or shop, or would you prefer to work out of doors?

work in an office or shop........1
work out of doors................2 17
it makes no difference...........3 ( )

34. Tell us about the type of job you want when you are paroled. Will it be a...

technical job....................1
skilled job......................2
semiskilled job..................3
unskilled job....................4
have plans to do something 18
else.............................5 ( )

A. IF PLANS TO DO SOMETHING ELSE:
Please write in your plans..

____

____

____ 19 ( )

35. How well do you think you will do in getting this type of a job on the outside if you are one of many after the job?

don't expect to get it........1		
quite doubtful that I'll get it.....................2		
uncertain......................3		
fairly sure will get it.......4		20
very sure will get it.........5		( )

36. Have your ideas about a job changed since you took one of the vocational education classes at this place?

definitely no.................1		
no............................2		
uncertain.....................3		
yes...........................4		21
definitely yes................5		( )

A. IF IDEAS HAVE CHANGED:
How have they changed?
Please describe.

____

____

____ 22 ( )

37. Do each of the following statements describe a person who has been successful in vocational education classes?

	no	maybe	yes	
he puts in the total time needed to complete the vocational class..........................	1	2	3	23 ( )
he puts in enough time to learn the skill........	1	2	3	24 ( )
he got an A in the class.........................	1	2	3	25 ( )
he got a B in the class..........................	1	2	3	26 ( )
he got an early parole...........................	1	2	3	27 ( )

A. If there are other important ways you would identify success, please write them in.

____

____

____ 28 ( )

29-79
(Blank)
80
(4)

(1) (2) (3) (4) (5)

PART V. PERSONAL DATA

NOW SOME QUESTIONS ABOUT YOURSELF

38. What is your age?

under 20...............1
20 - 29...............2
30 - 39...............3
40 - 49...............4
50 - 59...............5
60 or over............6 (6)

39. What is the highest grade you completed in school?
Please circle the number that best describes your education.

Grade Completed

no formal schooling.................0
1
2
3
4
5
6
7
8
9
10
11
high school diploma...................12
1 year above high school..............13
2 years above high school.............14
3 years above high school.............15
4 years above high school
college degree........................16
more than 4 years above high school...17 (7) (8)

A. IF YOU CIRCLED 13, 14, or 15:
Where did you get this schooling?

two-year or community college.........1
four-year college or university.......2
military technical training...........3
trade or vocational school............4
other place...........................5 (9)

IF YOU CIRCLED NO. 5, "OTHER PLACE" PLEASE WRITE IN WHERE

____

____

____

40. Are you

white/caucasian..................1
black/negro/Afro-American.......2
Spanish-American/Chicano/
Mexican-American...............3
other...........................4 10 ( )

IF YOU CIRCLED NO. 4, "OTHER" PLEASE WRITE IN

____

____

41. What is your current marital status on the outside?

married (including common-law)..1
single, never married...........2
widowed.........................3
divorced.............. 4
separated.......................5 11 ( )

A. IF PRESENTLY MARRIED:
How long have you been married?

less than one year..............1
1 - 5 years.....................2
6 - 10 years....................3
11 - 15 years...................4
16 - 20 years...................5
21 - 25 years...................6
over 25 years...................7 12 ( )

B. IF PRESENTLY MARRIED:
Which of the following best describes
your married life?

very unhappy....................1
unhappy.........................2
uncertain.......................3
happy...........................4
very happy......................5 13 ( )

42. How many children go by your name?............................______ 14 ( ) 15 ( )

43. How would you describe your personal health?

very poor.......................1
poor............................2
uncertain.......................3
good............................4
very good.......................5 16 ( )

44. What is the longest time (in years) you worked on a full-time job?...______ 17 18 ( )( )

A. What did you do?

____

____ 19 ( )

45. About how many years all together were you working at legal jobs on the outside?.......................................______ 20 21 ( )( )

46. About how many years all together were you looking for work on the outside?...______ 22 23 ( )( )

47. IF EVER WORKED FULL TIME:
What was your income per week the last year you worked full time?

Please circle the number that represents the figures that are closest to the amount.

less than $50............	1
$50 - $65................	2
$66 - $80................	3
$81 - $100...............	4
$101 - $125..............	5
$126 - $145..............	6
$146 - $165..............	7
$166 - $185..............	8
$186 - $205..............	9
$206 - $230.............	10
$231 - $250.............	11
$251 - $310.............	12
$311 - $410.............	13
$411 - $500.............	14
$500 or over...........	15

24 25 ( )( )

48. What were you doing at the time just prior to your being put in prison this last time?

Please circle the number that best describes the thing that was taking up most of your time.

unemployed..........................1
student.............................2
working
  in a professional job such
    as an engineer..................3
  in a technical job such as
    a dental technician.............4
  in a skilled trade such as
    a machinist.....................5
  in a semi-skilled job such
    as a farmhand...................6
other...............................7
  PLEASE WRITE IN

26
( )

____

____

49. How many times have you done time in prison? ________

27
( )

50. How long have you been in this time? ________years ________months

28 29
( )( )

51. What is the minimum time given for your sentence?

________years ________months

30 31
( )( )

52. Have you ever taken vocational education classes on the outside?

no.............1
yes............2

32
( )

A. IF YES:
What classes did you take?

PLEASE WRITE IN________________________________

____

____

33
( )

(1) How much did you like these classes?

not at all.............1
somewhat...............2
very much..............3

34
( )

53. If there is any other information you would like to give us about vocational education classes and training, perhaps something we left out, please write it in here. (35)

LET US REMIND YOU THAT THIS INSTITUTION IS ONLY ONE OF SEVERAL FROM WHICH INFORMATION WE NEED IS BEING OBTAINED.

WOULD YOU BE WILLING TO BE INTERVIEWED AT A LATER TIME ABOUT VOCATIONAL EDUCATION? IF YES, PLEASE PRINT YOUR NAME HERE:

____

REMEMBER THAT YOUR ANSWERS TO THE QUESTIONS WILL BE HELD IN STRICT CONFIDENCE AND WILL BE SEEN ONLY BY THE UCLA RESEARCH TEAM.

PLEASE ACCEPT OUR THANKS FOR YOUR PART IN THIS MOST IMPORTANT STUDY

Ralph Bregman

RALPH BREGMAN
UCLA PROJECT MANAGER

A STUDY OF VOCATIONAL EDUCATION CLASSES IN CALIFORNIA PRISONS, 1974

INTRODUCTION

THIS STUDY IS ABOUT VOCATIONAL EDUCATION CLASSES IN THIS INSTITUTION. THESE ARE THE NON-PAID CLASSES WHICH ARE INTENDED TO PREPARE THE STUDENT FOR A JOB AT TIME OF PAROLE. IT IS IMPORTANT THAT WE GET YOUR HONEST FEELINGS AND OPINIONS ABOUT THESE CLASSES SO THAT WE CAN SEE IF THEY SHOULD BE CHANGED. ALL INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE SEEN ONLY BY THE RESEARCH TEAM FROM UCLA. THIS STUDY IS ALSO BEING CONDUCTED AT SEVERAL OTHER INSTITUTIONS IN CALIFORNIA AND THE INFORMATION THAT WILL BE SHOWN TO THE EDUCATION SERVICES SECTION OF THE DEPARTMENT OF CORRECTIONS WILL BE IN SUMMARY FORM AND NO ONE PERSON'S ANSWERS WILL BE IDENTIFIED.

NOTE: The part circles placed along the edge of each page that looks like this "( )" will be used when the information on the questionnaires is put together for the use of the computer. They are not to be used for marking your answers.

PART 1: ENROLLMENT FACTORS

THIS FIRST GROUP OF QUESTIONS IS ABOUT WHY INMATES ENROLL, OR DO NOT ENROLL IN VOCATIONAL EDUCATION CLASSES. THESE CLASSES ARE NOT SUPPOSED TO BE INVOLVED WITH PRISON MAINTENANCE TRAINING OR WITH CORRECTIONAL INDUSTRIES. AS AN EXAMPLE, VOCATIONAL EDUCATION CLASSES INCLUDE TRAINING FOR AUTO MECHANICS, MACHINISTS, PRINTERS, AND WELDERS AMONG OTHERS.

1. What vocational education classes have you taken during your present prison term?

Please circle only the numbers that represent the classes you have enrolled in, no matter which institution.

Air Conditioning & Refrig. Mechanic	01	( )-36
Air Engine Mechanic	02	( )-37
Air Frame	03	( )-38
Animal Grooming	04	( )-39
Auto Body and Fender Repair	05	( )-40
Auto Mechanic	06	( )-41
Auto Service Specialist	07	( )-42
Baking	08	( )-43
Bookbinding	09	( )-44
Building Maintenance (Janitorial)	10	( )-45
Compositing	11	( )-46
Cosmetology	12	( )-47
Diving, Commercial	13	( )-48
Drafting	14	( )-49
Dry Cleaning	15	( )-50
Electrician (Electronics)	16	( )-51
Electronic Data Processing	17	( )-52
Fire Science	18	( )-53
Furniture Technology	19	( )-54
Household Appliance Servicing	20	( )-55
Housekeeping	21	( )-56
Landscape Gardener	22	( )-57
Machinist	23	( )-58
Manicurist	24	( )-59
Mason	25	( )-60
Meatcutter	26	( )-61
Merchandising	27	( )-62
Mill and Cabinet	28	( )-63
Multi-clerical	29	( )-64
Nursing, LVN	30	( )-65
Nursing Aides	31	( )-66
Office Machine Repair	32	( )-67
Painter	33	( )-68
Plumber	34	( )-69
Printing (Letterpress)	35	( )-70
Printing (Offset)	36	( )-71
Radiologic Technology	37	( )-72
Sewing	38	( )-73
Sewing Machine Repair	39	( )-74
Sheet Metal	40	( )-75
Shoe Repair	41	( )-76
Silk Screening	42	( )-77
Small Engine Repair	43	( )-78

79 80

(0)(1)

1 2 3 4 5

( )( )( )( )( )

Textile Pattern Making	44	( )-6
Upholster	45	( )-7
Watch Repair	46	( )-8
Welder	47	( )-9
Wig Stylist	48	( )-10

2. Please rate the reasons listed below that caused you to decide to take these vocational education classes. How important were each of these reasons to you?

LIST OF REASONS	not important to me	somewhat important to me	very important to me	
to make money to support family....................	1	2	3	11 ( )
to please friends on the outside....................	1	2	3	12 ( )
to join inmate friends on the inside...............	1	2	3	13 ( )
to get a high school diploma........................	1	2	3	14 ( )
to get a job on the outside that you like..........	1	2	3	15 ( )
to qualify for an early parole......................	1	2	3	16 ( )
to pass the time....................................	1	2	3	17 ( )
to receive extra privileges.........................	1	2	3	18 ( )
to help you make it in civilian life...............	1	2	3	19 ( )
to show that you could really do something.........	1	2	3	20 ( )
to build confidence in yourself.....................	1	2	3	21 ( )
to obtain VA or Voc Rehab benefits while in prison.	1	2	3	22 ( )

A. If there were other reasons that are important, please write them in here.

____

____

____

____

____

____ 23 ( )

3. Do you think that there are jobs available to you on the outside when you get out?

no....................1
yes...................2

IF YOU THINK THERE ARE JOBS AVAILABLE:
CONTINUE WITH "A" AND "B" BELOW

A. You may have learned about the different jobs that are available to you in various ways.

Please circle a number for each possible way to show how important it was to you.

WAYS YOU MIGHT HAVE LEARNED ABOUT JOBS:	not important to me	somewhat important to me	very important to me	
friends and family on the outside..............	1	2	3	25 ( )
friends on the inside..........................	1	2	3	26 ( )
prison counsellors.............................	1	2	3	27 ( )
prison administrators and/or officials.........	1	2	3	28 ( )
prison teachers................................	1	2	3	29 ( )
religious leaders, prison chaplain.............	1	2	3	30 ( )
prison guards..................................	1	2	3	31 ( )
outside publications...........................	1	2	3	32 ( )
prison publications............................	1	2	3	33 ( )
self help groups...............................	1	2	3	34 ( )
prior employers................................	1	2	3	35 ( )
other________________________________	1	2	3	36 ( )

IF YOU THINK THERE ARE JOBS AVAILABLE:

B. Please rate the following ways you may have learned the kinds of training that would be needed to move into one of these jobs.

Please circle the number that shows how important each of the following was to you.

WAYS YOU MIGHT HAVE LEARNED ABOUT TRAINING:	not important to me	somewhat important to me	very important to me	
friends and family on the outside	1	2	3	37 ( )
friends on the inside	1	2	3	38 ( )
prison counsellors	1	2	3	39 ( )
prison administrators and/or officials	1	2	3	40 ( )
prison teachers	1	2	3	41 ( )
religious leaders, prison chaplain	1	2	3	42 ( )
prison guards	1	2	3	43 ( )
outside publications	1	2	3	44 ( )
prison publications	1	2	3	45 ( )
self help groups	1	2	3	46 ( )
prior employers	1	2	3	47 ( )
other ______________________	1	2	3	48 ( )

4. Please tell us how important the following reasons were in causing you to drop out of the vocational education classes that you circled in Question 1.

How important is each of the following reasons to you?

	not important to me	somewhat important to me	very important to me	
classes too difficult	1	2	3	49 ( )
classes not interesting	1	2	3	50 ( )
decided training offered was not needed	1	2	3	51 ( )
got behind in my homework	1	2	3	52 ( )
class poorly planned	1	2	3	53 ( )
was told by others that it was a waste of time	1	2	3	54 ( )
didn't like the teacher	1	2	3	55 ( )
teacher not well prepared	1	2	3	56 ( )
teacher did not care	1	2	3	57 ( )
personal health got in the way	1	2	3	58 ( )
equipment (books, tools, etc.) no good	1	2	3	59 ( )
facilities (classrooms, shops, etc.) no good	1	2	3	60 ( )
put on parole	1	2	3	61 ( )
transferred to another institution	1	2	3	62 ( )
reassigned within the institution	1	2	3	63 ( )
got all you could out of it	1	2	3	64 ( )
did not have the time to continue	1	2	3	65 ( )

A. Did you talk over plans to drop out with anyone before you finally did drop out?

no....................1 66
yes...................2 ( )

(1) IF YES:
What happened?

they encouraged you to stay in..............1
they did not seem to care one way or another.......................2 67
they encouraged you to drop out............3 ( )

B. What are you doing with the time that you now have since you dropped out of vocational education classes?

Are the following taking up much of your time, some of your time, or none of your time?

	none of my time	some of my time	much of my time	
				68
recreation time.....................	1	2	3	( )
general education..................	1	2	3	69 ( )
prison industry.....................	1	2	3	70 ( )
prison maintenance as a trustee....	1	2	3	71 ( )
doing nothing......................	1	2	3	72 ( )

NOW WE ARE GOING TO ASK QUESTIONS IN A LITTLE DIFFERENT WAY.
YOU WILL STILL CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR ANSWER.

5. Please tell us how important a person's age is in causing an inmate to enroll in vocational education training classes.

Circle only one number:

very unimportant........1
unimportant.............2
uncertain...............3
important...............4
very important..........5

73
( )

A. IF YOU CIRCLED "IMPORTANT" OR
"VERY IMPORTANT":
Tell us why you feel this way.

____

____

____

74
( )

6. Now tell us how important a person's race has to do with an inmate enrolling in the vocational training classes.

Circle only one number:

very unimportant........1
unimportant.............2
uncertain...............3
important...............4
very important..........5

75
( )

A. IF YOU CIRCLED "IMPORTANT" OR
"VERY IMPORTANT":
Tell us why you feel this way.

____

____

____

76
( )

7. Do inmates select certain vocational education classes on the basis of race?

no...............1
yes..............2
77
( )

8. Does the daily prison routine, such as clean-up, meals, etc., affect inmate enrollment in vocational education training classes?

no...............1
yes..............2
78
( )

A. IF YOU ANSWERED YES:
Which prison routines have affected inmate enrollment?

79
( )

80
(2)

1 2 3 4 5
( )( )( )( )( )

9. Did you have a need to learn a trade while inside?

no...............1
yes..............2
6
( )

A. IF YOU ANSWERED "YES":
Would you say this need was...

Remember, circle only one number:

definitely not met...........1
probably not met.............2
uncertain....................3
probably met.................4
definitely met...............5
7
( )

10. Did you feel you had a personal need to gain recognition and respect?

no...............1
yes..............2
8
( )

A. IF YOU ANSWERED "YES":
Would you say this need was met through vocational education classes?

definitely not met...........1
probably not met.............2
uncertain....................3
probably met.................4
definitely met...............5
9
( )

11. How did you feel your need to pass the time more easily was met through vocational education classes? Would you say...

definitely not met...........1
probably not met.............2
uncertain....................3
probably met.................4
definitely met...............5
10
( )

12. Do some inmates pass up the chance to take a vocational education training class because it is not offered at a prison they want to go to?

definitely no...........1
probably no.............2
uncertain...............3
probably yes............4 11
definitely yes..........5 ( )

13. Do you feel that the classification system that operates within this institution hurts your chances to take the kinds of vocational education classes you want?

definitely not hurt.....1
probably not hurt.......2
uncertain...............3
probably does hurt......4 12
definitely hurts........5 ( )

A. IF "DEFINITELY" OR "PROBABLY" HURTS:
Why do you feel this way?

____

____

____ 13 ( )

14. Do you think that current parole requirements and procedures might limit some inmates' chances to get a job before their parole date?

definitely no...........1
probably no.............2
uncertain...............3
probably yes............4 14
definitely yes..........5 ( )

A. IF "DEFINITELY" OR "PROBABLY" YES:
Why do you feel this way?

____

____

____ 15 ( )

PART II. ADMINISTRATION OF VOCATIONAL EDUCATION

THIS SECOND GROUP OF QUESTIONS ASKS WHAT YOU THINK ABOUT THE WAY VOCATIONAL EDUCATION CLASSES ARE RUN.

15. Below are some reasons the institution might provide vocational education classes for you.

Please tell us how important these reasons are by circling a number for each reason.

REASONS	not important to me	somewhat important to me	very important to me	
to get you a job that makes you proud upon release	1	2	3	16 ( )
to help you make it on the outside	1	2	3	17 ( )
to make the Department of Corrections look good.	1	2	3	18 ( )
to experiment with training programs	1	2	3	19 ( )
to keep you busy while you are here	1	2	3	20 ( )
to make work for the teachers	1	2	3	21 ( )
to boost the morale of inmates	1	2	3	22 ( )
as society's way of reforming you	1	2	3	23 ( )

A. If there are other important reasons, please write them in.

____

____

____ 24 ( )

16. Do inmates at this institution have enough time for vocational education classes or do other prison activities, such as recreation, keep them out of vocational education classes?

inmates are given all the time they need for vocational education..............................1
other activities keep inmates out of vocational education..................................2

some inmates are given enough time, others are not......3 ^{25}( )

A. IF OTHER ACTIVITIES ARE A PROBLEM:
Name these activities..

^{26}( )

B. IF OTHER ACTIVITIES ARE A PROBLEM:
How do the activities you just named keep inmates from taking vocational education classes?

^{27}( )

C. Do you think that inmate gangs or political organizations keep other inmates from enrolling in vocational education training classes?

no................1
yes...............2 ^{28}( )

17. How would you rate other ways vocational education classes might be made available to inmates?

How desirable are the following?

WAYS OF OFFERING CLASSES	not at all desirable	somewhat desirable	very desirable	
classes offered inside by teachers from some college or trade schodl.....	1	2	3	29 ( )
classes offered outside by teachers from some college or trade school.....	1	2	3	30 ( )
classes offered by mail.................	1	2	3	31 ( )

18. Who should manage the prison's vocational education programs?

PLEASE CIRCLE ONLY ONE ANSWER

prison officials should manage the programs.........................1 32
some outside group should manage the programs.........................2 ( )

A. Why do you feel this way?

33

( )

19. What are your feelings about the use of the vocational education staff?

How would you rate the following suggestions?

	poor	uncertain	good	
present teachers kept on full time...............	1	2	3	34 ( )
present techers kept on but have teachers from outside colleges and trade schools come in to assist in the teaching..............	1	2	3	35 ( )
present teachers kept on but have employers from the outside come in to assist in the teaching................................	1	2	3	36 ( )
present teachers kept on but have inmates assist them in the teaching....................	1	2	3	37 ( )
all teachers exchanged on a regular basis with teachers from the outside......................	1	2	3	38 ( )
keep none of the present teachers...............	1	2	3	39 ( )

20. Have you, or any of your fellow inmates (such as inmate committees) been asked to help plan the vocational education classes in this institution?

no.................1 — 40

yes................2 — ( )

A. IF YES:
Do you feel that your suggestions have been used?

no.................1 — 41

yes................2 — ( )

(1) IF NO TO A:
Why weren't they used?

____

____

____ — 42 ( )

21. How important is it to you and your fellow inmates to be involved in the planning of vocational education classes?

Circle only one number:

definitely unimportant......1
unimportant.................2
uncertain...................3
important...................4 — 43
definitely important........5 — ( )

22. Do you think ex-inmates who have made it well on the outside should be asked to help plan programs?

Circle only one number:

definitely no...............1
probably no.................2
uncertain...................3
probably yes................4 — 44
definitely yes..............5 — ( )

23. What vocational training classes should be added at this place?

____

____

____ — 45 ( )

PART III. QUALITY OF VOCATIONAL EDUCATION CLASSES AND SERVICES

WE NOW ASK YOU TO TELL US WHAT YOU THINK OF THE VOCATIONAL EDUCATION CLASSES OFFERED IN CALIFORNIA CORRECTIONAL INSTITUTIONS AND THE KIND OF JOB THEY ARE DOING FOR YOU AND THE OTHERS.

24. Please rate institutional vocational education classes in terms of preparing you for a job.

Would you say that each of the following is poor, medium, or good?

	poor	medium	good	
training is.................	1	2	3	46 ( )
equipment is................	1	2	3	47 ( )
facilities (classrooms, shops, etc.) are..........	1	2	3	48 ( )
teachers are................	1	2	3	49 ( )
ways of teaching are........	1	2	3	50 ( )

25. Could you get each of the following things when you needed them in vocational education classes?

	seldom	most of the time	almost always	
tools and equipment...............	1	2	3	51 ( )
work materials, supplies, etc.....	1	2	3	52 ( )
books, worksheets, etc............	1	2	3	53 ( )

26. Are institutional vocational education classes getting you and others ready to hold a job on the outside?

How well do the classes:

	poor	medium	good	
train a person to fill out a job application	1	2	3	54 ( )
train a person for a job interview	1	2	3	55 ( )
prepare a person to get along with fellow workers	1	2	3	56 ( )
prepare a person to get along with supervisors	1	2	3	57 ( )
prepare a person to talk openly about personal problems with the employer when these problems begin to cause trouble on the job	1	2	3	58 ( )
tell a person what is happening in the job market	1	2	3	59 ( )
tell a person what training and skill are needed for getting and advancing on a job	1	2	3	60 ( )
prepare a person to go about hunting for a job to use this training	1	2	3	61 ( )
prepare a person to know the work habits an employer will respect	1	2	3	62 ( )
prepare a person to cope with stress of putting out good work all the time	1	2	3	63 ( )

27. How would you rate the prison counsellors in terms of their encouraging your interest in vocational education?

very poor....................1
poor.........................2
neither good nor bad.......3
good.........................4
very good....................5

64
( )

28. Have you told your friends that it would be good for them to take vocational education classes at this institution?

no..................1 65
yes.................2 ( )

A. IF NO:
Why haven't you?

____

____ 66 ( )

29. How would you rate the following things that may be useful to get men to take vocational education classes here and stay in them until they have completed the classes?

How important is each of the following:

	not important	medium	very important	
offer classes that give a man a chance to show he can really do something.............	1	2	3	67 ( )
have teachers who know their subject and can teach it to others........................	1	2	3	68 ( )
provide classrooms and shops that are suitable for the subject being taught................	1	2	3	69 ( )
provide books, tools, up-to-date equipment and other resources that can be used to learn the subject..........................	1	2	3	70 ( )
provide counselling that will help men better choose classes that are suited to their interests and skills........................	1	2	3	71 ( )
provide special tutoring for those men who need extra help............................	1	2	3	72 ( )

A. If there are other important things, please write them in.

____

____

____ 73 ( )

30. How often do you meet with a counsellor from this institution about your job future?

Circle only one number:

at least once a week..........1
every 2 - 3 weeks.............2
at least once a month.........3
other times...................4
never meet with
counsellor..................5 74 ( )

A. IF YOU MET WITH A COUNSELLOR: Do you feel the counsellor has helped you in planning for the future?

Would you say these meetings have been...

very useless..................1
useless.......................2
uncertain.....................3
helpful.......................4
very helpful..................5 75 ( )

31. How often do you think the administration uses vocational education classes for prison maintenance or personal use?

very seldom...................1
seldom........................2
uncertain.....................3
often.........................4
very often....................5 76 ( )

77 78 79 80
(0)(0)(0)(3)

(1)(2)(3)(4)(5)

PART IV. OUTCOMES OF VOCATIONAL EDUCATION

NOW WE WANT YOU TO TELL US ABOUT YOUR FUTURE JOB PLANS AND HOW WELL THE VOCATIONAL EDUCATION CLASSES IN CORRECTIONAL INSTITUTIONS HAVE PREPARED YOU FOR THESE JOBS.

32. We have listed some possible pay-offs in preparing a person for a job once he is released.

How important is each of the following pay-offs?

	not important to me	somewhat important to me	very important to me	
to make money to support family.........	1	2	3	(6)
to help you make it in civilian life....	1	2	3	(7)
to show that you could really do something............................	1	2	3	(8)
to build confidence in yourself.........	1	2	3	(9)

A. If there are any other important pay-offs, please write them in.

____

____

____

____ (10)

33. In thinking of a job on the outside, how would you like each of the following work situations?

	not at all	somewhat	very much	
working with people................	1	2	3	11 ( )
working with machines..............	1	2	3	12 ( )
working with skill tools...........	1	2	3	13 ( )
working with plants................	1	2	3	14 ( )
working with animals...............	1	2	3	15 ( )

A. Would you prefer to work with a lot of people, a few, or work alone?

work with a lot of people........1
work with only a few people......2
work alone.......................3 16 ( )

B. Would you prefer to work in an office or shop, or would you prefer to work out of doors?

work in an office or shop........1
work out of doors................2
it makes no difference...........3 17 ( )

34. Tell us about the type of job you want when you are paroled. Will it be a...

technical job....................1
skilled job......................2
semiskilled job..................3
unskilled job....................4
have plans to do something
else.............................5 18 ( )

A. IF PLANS TO DO SOMETHING ELSE:
Please write in your plans..

____

____

____ 19 ( )

35. How well do you think you will do in getting this type of job on the outside if you are one of many after the job?

don't expect to get it...........1
quite doubtful that I'll get it..2
uncertain........................3
fairly sure will get it..........4
very sure will get it............5

20
( )

36. Have your ideas about a job changed since you took one of the vocational education classes at this place?

definitely no....................1
no...............................2
uncertain........................3
yes..............................4
definitely yes...................5

21
( )

A. IF IDEAS HAVE CHANGED:
How have they changed? Please describe.

22
( )

37. Do each of the following statements describe a person who has been successful in vocational education classes?

	no	maybe	yes	
he puts in the total time needed to complete the vocational class..........................	1	2	3	23 ( )
he put in enough time to learn the skill...........	1	2	3	24 ( )
he got an A in the class...........................	1	2	3	25 ( )
he got a B in the class............................	1	2	3	26 ( )
he got an early parole.............................	1	2	3	27 ( )

A. If there are other important ways you would identify success, please write them in.

(28)

29-79
(Blank)

80
(4)

(1) (2) (3) (4) (5)

PART V. PERSONAL DATA

NOW SOME QUESTIONS ABOUT YOURSELF

38. What is your age?

under 20.............1
20 - 29..............2
30 - 39..............3
40 - 49..............4
50 - 59..............5
60 or over...........6

39. What is the highest grade you completed in school?
Please circle the number that best describes your education.

Grade Completed

no formal schooling......................0
1
2
3
4
5
6
7
8
9
10
11
high school diploma......................12
1 year above high school.................13
2 years above high school................14
3 years above high school................15
4 years above high school
college degree...........................16
more than 4 years above high school......17 (7) (8)

A. IF YOU CIRCLED 13, 14, or 15:
Where did you get this schooling?

two-year or community college............1
four-year college or university..........2
military technical training..............3
trade or vocational school...............4
other place..............................5 (9)

IF YOU CIRCLED NO. 5, "OTHER PLACE" PLEASE WRITE IN WHERE

____

____

____

40. Are you

white/caucasian......................1
black/negro/Afro-American...........2
Spanish-American/Chicano/
Mexican-American..................3
other................................4 10 ( )

IF YOU ANSWERED NO. 4 "OTHER" PLEASE WRITE IN

____

____

41. What is your current marital status on the outside?

married (including common-law)......1
single, never married...............2
widowed.............................3
divorced............................4
separated...........................5 (11)

A. IF PRESENTLY MARRIED:
How long have you been married?

less than one year..................1
1 - 5 years.........................2
6 - 10 years........................3
11 - 15 years.......................4
16 - 20 years.......................5
21 - 25 years.......................6
over 25 years.......................7 12 ( )

B. IF PRESENTLY MARRIED:
Which of the following best describes your married life?

very unhappy........................1
unhappy.............................2
uncertain...........................3
happy...............................4
very happy..........................5 (13)

42. How many children go by your name?............................______ 14 ( ) 15 ( )

43. How would you describe your personal health?

very poor...........................1
poor................................2
uncertain...........................3
good................................4
very good...........................5 (16)

44. What is the longest time (in years) you worked on a full-time job?.. ______ (17) (18)

A. What did you do?

____

____ (19)

45. About how many years all together were you working at legal jobs on the outside?.. ______ (20) (21)

46. About how many years all together were you looking for work on the outside?.. ______ (22) (23)

47. IF EVER WORKED FULL TIME:
What was your income per week the last year you worked full time?

Please circle the number that represents the figures that are closest to the amount.

less than $50	1
$50 - $65	2
$66 - $80	3
$81 - $100	4
$101 - $125	5
$126 - $145	6
$146 - $165	7
$166 - $185	8
$186 - $205	9
$206 - $230	10
$231 - $250	11
$251 - $310	12
$311 - $410	13
$411 - $500	14
$500 or over	15

(24) (25)

48. What were you doing at the time just prior to your being put in prison this last time?

Please circle the number that best describes the thing that was taking up most of your time.

unemployed....................1
student.......................2
working
  in a professional job such as an engineer...........3
  in a technical job such as a dental technician......4
  in a skilled trade such as a machinist..............5
  in a semi-skilled job such as a farmhand............6
other.........................7 — 26 ( )
PLEASE WRITE IN

____

____

49. How many times have you done time in prison? ______ 27 ( )

50. How long have you been in this time? ________years _________months 28 ( ) 29 ( )

51. What is the minimum time given for your sentence?

________years _________months 30 ( ) 31 ( )

52. Have you ever taken vocational education classes on the outside?

no...............1
yes..............2 — 32 ( )

A. IF YES:
What classes did you take?
PLEASE WRITE IN____

____

____

____ 33 ( )

(1) How much did you like these classes?

not at all.......1
somewhat.........2
very much........3 — 34 ( )

53. If there is any other information you would like to give us about vocational education classes and training, perhaps something we left out, please write it in here. 35 ( )

LET US REMIND YOU THAT THIS INSTITUTION IS ONLY ONE OF SEVERAL FROM WHICH INFORMATION WE NEED IS BEING OBTAINED.

WOULD YOU BE WILLING TO BE INTERVIEWED AT A LATER TIME ABOUT VOCATIONAL EDUCATION? IF YES, PLEASE PRINT YOUR NAME HERE:

____

REMEMBER THAT YOUR ANSWERS TO THE QUESTIONS WILL BE HELD IN STRICT CONFIDENCE AND WILL BE SEEN ONLY BY THE UCLA RESEARCH TEAM.

PLEASE ACCEPT OUR THANKS FOR YOUR PART IN THIS MOST IMPORTANT STUDY

Ralph Bregman

RALPH BREGMAN
UCLA PROJECT MANAGER

A STUDY OF VOCATIONAL EDUCATION CLASSES IN CALIFORNIA PRISONS, 1974

INTRODUCTION

THIS STUDY IS ABOUT VOCATIONAL EDUCATION CLASSES IN CALIFORNIA CORRECTIONAL INSTITUTIONS. THESE ARE THE NON-PAID CLASSES WHICH ARE INTENDED TO PREPARE THE STUDENT FOR A JOB AT TIME OF PAROLE. IT IS IMPORTANT THAT WE GET YOUR HONEST FEELINGS AND OPINIONS ABOUT THESE CLASSES SO THAT WE CAN SEE IF THEY SHOULD BE CHANGED. ALL INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE SEEN ONLY BY THE RESEARCH TEAM FROM UCLA. THIS STUDY IS ALSO BEING CONDUCTED AT SEVERAL OTHER INSITUTIONS IN CALIFORNIA AND THE INFORMATION THAT WILL BE SHOWN TO THE EDUCATION SERVICES SECTION OF THE DEPARTMENT OF CORRECTIONS WILL BE IN SUMMARY FORM AND NO ONE PERSON'S ANSWERS WILL BE IDENTIFIED.

NOTE: The part circles placed along the edge of each page that looks like this "( )" will be used when the information on the questionnaires is put together for the use of the computer. They are not to be used for marking your answers.

PART I: ENROLLMENT FACTORS

THIS FIRST GROUP OF QUESTIONS IS ABOUT WHY INMATES ENROLL, OR DO NOT ENROLL IN VOCATIONAL EDUCATION CLASSES. THESE CLASSES ARE NOT SUPPOSED TO BE INVOLVED WITH PRISON MAINTENANCE TRAINING OR WITH CORRECTIONAL INDUSTRIES. AS AN EXAMPLE, VOCATIONAL EDUCATION CLASSES INCLUDE TRAINING FOR AUTO MECHANICS, MACHINISTS, PRINTERS, AND WELDERS AMONG OTHERS.

PART I. ENROLLMENT FACTORS

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1-2. You are one of the inmates who chose not to take any vocational education training. Please tell us how important the following reasons were to you in not taking vocational education.

Please circle the number for each reason that shows how important it was to you.

REASONS FOR NOT TAKING VOCATIONAL EDUCATION TRAINING	not important to me	somewhat important to me	very important to me	
classes did not offer what I need...........	1	2	3	36 ( )
other things take up my time................	1	2	3	37 ( )
see little chance of using the training to get a job on the outside...............	1	2	3	38 ( )
understand the teachers are not very good...	1	2	3	39 ( )
understand the equipment (books, tools, etc.) is not very good....................	1	2	3	40 ( )
understand the facilities (classrooms, shops, etc.) are not very good............	1	2	3	41 ( )
understand the training is not very good....	1	2	3	42 ( )
friends and family on the outside said it would be useless.......................	1	2	3	43 ( )
friends on the inside said it would be useless................................	1	2	3	44 ( )
personal health prevented it................	1	2	3	45 ( )
did not like the trainees in the classes I wanted................................	1	2	3	46 ( )

A. If there were other reasons that are important, please write them in here..

____

____

____

47
( )

48-79
(Blank)
80
(1)

1 2 3 4 5
( )( )( )( )( )
6-23
(Blank)

3-4. Do you think that there are jobs available to you on the outside when you get out?

no..................1 24
yes.................2 ( )

IF YOU THINK THERE ARE JOBS AVAILABLE: CONTINUE WITH "A" AND "B" BELOW

A. You may have learned about the different jobs that are available to you in various ways.

Please circle a number for each possible way to show how important it was to you.

WAYS YOU MIGHT HAVE LEARNED ABOUT JOBS:	not important to me	somewhat important to me	very important to me	
friends and family on the outside..............	1	2	3	25 ( )
friends on the inside.........................	1	2	3	26 ( )
prison counsellors............................	1	2	3	27 ( )
prison administrators and/or officials.........	1	2	3	28 ( )
prison teachers...............................	1	2	3	29 ( )
religious leaders, prison chaplain.............	1	2	3	30 ( )
prison guards.................................	1	2	3	31 ( )
outside publications..........................	1	2	3	32 ( )
prison publications...........................	1	2	3	33 ( )
self help groups..............................	1	2	3	34 ( )
prior employers...............................	1	2	3	35 ( )
other______________________________	1	2	3	36 ( )

IF YOU THINK THERE ARE JOBS AVAILABLE:

B. Please rate the following ways you may have learned the kinds of training that would be needed to move into one of these jobs.

Please circle the number for each possible way that shows how important it was to you.

WAYS YOU MIGHT HAVE LEARNED ABOUT TRAINING:	not important to me	somewhat important to me	very important to me	
friends and family on the outside..............	1	2	3	37 ( )
friends on the inside.........................	1	2	3	38 ( )
prison counsellors...........................	1	2	3	39 ( )
prison administrators and/or officials.........	1	2	3	40 ( )
prison teachers.............................	1	2	3	41 ( )
religious leaders, prison chaplain............	1	2	3	42 ( )
prison guards...............................	1	2	3	43 ( )
outside publications.........................	1	2	3	44 ( )
prison publications..........................	1	2	3	45 ( )
self help groups............................	1	2	3	46 ( )
prior employers.............................	1	2	3	47 ( )
other________________________________	1	2	3	48 ( )

49-72
(Blank)

NOW WE ARE GOING TO ASK QUESTIONS IN A LITTLE DIFFERENT WAY.
YOU WILL STILL CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR ANSWER.

5. Please tell us how important a person's age is in causing an inmate to enroll in vocational education training classes?

Circle only one number:

very unimportant............1
unimportant.................2
uncertain...................3
important...................4
very important..............5 (73)

A. IF YOU CIRCLED "IMPORTANT" OR "VERY IMPORTANT":
Tell us why you feel this way.

____

____

____ (74)

6. Now tell us how important a person's race has to do with an inmate enrolling in the vocational training classes.

Circle only one number:

very unimportant............1
unimportant.................2
uncertain...................3
important...................4
very important..............5 (75)

A. IF YOU CIRCLED "IMPORTANT" OR "VERY IMPORTANT":
Tell us why you feel this way.

____

____

____ (76)

7. Do inmates select certain vocational education classes on the basis of race?

no.......................1
yes......................2
77
( )

8. Does the daily prison routine, such as clean-up, meals, etc., affect inmate enrollment in vocational education training classes?

no.......................1
yes......................2
78
( )

9-11. A. IF YOU ANSWERED YES:
Which prison routines have affected inmate enrollment?

79
( )
80
(2)

1 2 3 4 5
( )( )( )( )( )
6-10
(Blank)

12. Do some inmates pass up the chance to take a vocational education training class because it is not offered at a prison they want to go to?

Remember, circle only one number:

definitely no...........1
probably no.............2
uncertain...............3
probably yes............4
definitely yes..........5
11
( )

13. Do you feel that the classification system that operates within this institution hurts your chances to take the kinds of vocational education classes you want?

definitely not hurt.....1
probably does
not hurt................2
uncertain...............3
probably hurts..........4
definitely hurts........5
12
( )

A. IF DEFINITELY OR PROBABLY HURTS:
Why do you feel this way?

13
( )

14. Do you think that current parole requirements and procedures might limit some inmates' chances to get a job before their parole date?

Circle only one number:	definitely no......1
	probably no........2
	uncertain..........3
	probably yes.......4
	definitely yes.....5

14 ( )

A. IF DEFINITELY OR PROBABLY YES:
Why do you feel this way?

____

____

____

15 ( )

Part II. ADMINISTRATION OF VOCATIONAL EDUCATION

THIS SECOND GROUP OF QUESTIONS ASKS WHAT YOU THINK ABOUT THE WAY VOCATIONAL EDUCATION CLASSES ARE RUN.

15. Below are some reasons the institution might provide vocational education classes for you.

Please tell us how important these reasons are by circling a number for each reason.

REASONS FOR PROVIDING VOCATIONAL EDUCATION CLASSES	not important to me	somewhat important to me	very important to me	
to get you a job that makes you proud upon release................	1	2	3	16 ( )
to help you make it on the outside...	1	2	3	17 ( )
to make the Department of Corrections look good.........................	1	2	3	18 ( )
to experiment with training programs.	1	2	3	19 ( )
to keep you busy while you are here..	1	2	3	20 ( )
to make work for the teachers........	1	2	3	21 ( )
to boost the morale of inmates.......	1	2	3	22 ( )
as society's way of reforming you....	1	2	3	23 ( )

A. If there are other important reasons, please write them in.

____

____

____ 24 ( )

. Do inmates at this institution have enough time for vocational education classes or do other prison activities, such as recreation, keep them out of vocational education classes?

inmates are given all the time they need for vocational education..................................1
other activities keep inmates out of vocational education..................................2
some inmates are given enough time, others are not......................................3 25 ( )

A. IF OTHER ACTIVITIES ARE A PROBLEM:
Name these activities...

____

____

____

____ 26 ( )

B. IF OTHER ACTIVITIES ARE A PROBLEM:
How do the activities you just named keep inmates from taking vocational education classes?

____

____

____

____

____ 27 ( )

C. Do you think that inmate gangs or political organizations keep other inmates from enrolling in vocational education training classes?

no................1
yes...............2 28 ( )

17. How would you rate other ways vocational education classes might be made available to inmates?

How desirable are the following:

WAYS OF OFFERING CLASSES	not at all desirable	somewhat desirable	very desirable	
classes offered inside by teachers from some college or trade school........	1	2	3	29 ( )
classes offered outside by teachers from some college or trade school........	1	2	3	30 ( )
classes offered by mail....................	1	2	3	31 ( )

18. Who should manage the prison's vocational education programs?
PLEASE CIRCLE ONLY ONE

prison officials should manage the programs.......................1

some outside group should manage the programs......................2 32 ( )

A. Why do you feel this way?

____

____

____ 33 ( )

19. What are your feelings about the use of the vocational education staff?

How would you rate the following suggestions...	poor	uncertain	good	
present teachers kept on full time..........	1	2	3	34 ( )
present teachers kept on but have teachers from outside colleges and trade schools come in to assist in the teaching.........	1	2	3	35 ( )
present teachers kept on but have employers from the outside come in to assist in the teaching.........................	1	2	3	36 ( )
present teachers kept on but have inmates assist them in the teaching...............	1	2	3	37 ( )
all teachers exchanged on a regular basis with teachers from the outside............	1	2	3	38 ( )
keep none of the present teachers...........	1	2	3	39 ( )

20. Have you, or any of your fellow inmates (such as inmate committees) been asked to help plan the vocational education classes in this institution?

no....................1
yes...................2 40 ( )

A. IF YES:
Do you feel that your suggestions have been used?

no....................1
yes...................2 41 ( )

(1) IF NO TO A:
Why weren't they used?

____

____

____ 42 ( )

21. How important is it to you and your fellow inmates to be involved in the planning of vocational education classes?

Circle only one number:

definitely unimportant...........1
unimportant......................2
uncertain........................3
important........................4
definitely important.............5 43 ( )

22. Do you think ex-inmates who have made it well on the outside should be asked to help plan vocational education programs?

Circle only one number:

definitely no....................1
probably no......................2
uncertain........................3
probably yes.....................4
definitely yes...................5 44 ( )

23. What vocational training classes should be added at this place?

____

____

____

____ 45 ( )

ART III. QUALITY OF VOCATIONAL EDUCATION CLASSES AND SERVICES

WE NOW ASK YOU TO TELL US WHAT YOU THINK OF THE VOCATIONAL EDUCATION CLASSES OFFERED IN CALIFORNIA CORRECTIONAL INSTITUTIONS AND THE KIND OF JOB THEY ARE DOING FOR YOU AND THE OTHERS.

-25. Please rate institutional vocational education classes in terms of preparing you for a job.

Would you say that each of the following is poor, medium, or good?

	poor	medium	good	
training is...............	1	2	3	46 ( )
equipment is..............	1	2	3	47 ( )
facilities (classrooms, shops, etc.) are........	1	2	3	48 ( )
teachers are..............	1	2	3	49 ( )
ways of teaching are......	1	2	3	50 ( )

51-53
(Blank)

Are institutional vocational education classes getting you and others ready to hold a job on the outside?

How well do the classes:

	poor	medium	good	
train a person to fill out a job application........................	1	2	3	54 ( )
train a person for a job interview..........................	1	2	3	55 ( )
prepare a person to get along with fellow workers.....................	1	2	3	56 ( )
prepare a person to get along with supervisors.......................	1	2	3	57 ( )
prepare a person to talk openly about personal problems with the employer when these problems begin to cause trouble on the job.....	1	2	3	58 ( )
tell a person what is happening in the job market......................	1	2	3	59 ( )
tell a person what training and skill are needed for getting and advancing on a job................	1	2	3	60 ( )
prepare a person to go about hunting for a job to use this training.........................	1	2	3	61 ( )
prepare a person to know the work habits an employer will respect.......	1	2	3	62 ( )
prepare a person to cope with the stress of putting out good work all the time....	1	2	3	63 ( )

27. How would you rate the prison counsellors in terms of their encouraging your interest in vocational education?

Circle only one number:

very poor................1
poor.....................2
neither good nor bad.....3
good.....................4
very good................5

64
( )

28. Have you told your friends that it would be good for them to take vocational education classes at this institution?

no..............1 — 65

yes.............2 — ( )

A. IF NO:
Why haven't you?

____

____ 66 ( )

29. How would you rate the following things that may be useful to get men to take vocational education classes here and stay in them until they have completed the classes?

How important is each of the following:

	not important	medium	very important	
offer classes that give a man a chance to show he can really do something.............	1	2	3	67 ( )
have teachers who know their subject and can teach it to others.....................	1	2	3	68 ( )
provide classrooms and shops that are suitable for the subject being taught................	1	2	3	69 ( )
provide books, tools, up-to-date equipment and other resources that can be used to learn the subject...........................	1	2	3	70 ( )
provide counselling that will help men better choose classes that are suited to their interests and skills.........................	1	2	3	71 ( )
provide special tutoring for those men who need extra help............................	1	2	3	72 ( )

A. If there are other important things, please write them in.

____

__________ ________________________________

__________ ________________________________ 73 ( )

30. How often do you meet with a counsellor from this institution about your job future?

Circle only one number:

at least once a week........1
every 2 - 3 weeks...........2
at least once a month.......3
other times.................4
never meet with counsellor................5 (74)

A. IF YOU MET WITH A COUNSELLOR:
Do you feel the counsellor has helped you in planning for the future?
Would you say these meetings have been...

very useless................1
useless.....................2
uncertain...................3
helpful.....................4
very helpful................5 (75)

31. How often do you think the administration uses vocational education classes for prison maintenance or personal use?

very seldom.................1
seldom......................2
uncertain...................3
often.......................4
very often..................5 (76)

77 78 79 80
(0)(0)(0)(3)

(1)(2)(3)(4)(5)

PART IV. OUTCOMES OF VOCATIONAL EDUCATION

NOW WE WANT YOU TO TELL US ABOUT YOUR FUTURE JOB PLANS AND HOW WELL THE VOCATIONAL EDUCATION CLASSES IN CORRECTIONAL INSTITUTIONS HAVE PREPARED YOU FOR THESE JOBS.

32. We have listed some possible pay-offs in preparing a person for a job once he is released.

How important is each of the following pay-offs?

	not important to me	somewhat important to me	very important to me	
to make money to support family...........	1	2	3	(6)
to help you make it in civilian life......	1	2	3	(7)
to show that you could really do something...............................	1	2	3	(8)
to build confidence in yourself...........	1	2	3	(9)

A. If there are any other important pay-offs, please write them in.

____

____

____

____ (10)

33. In thinking of a job on the outside, how would you like each of the following work situations?

	not at all	somewhat	very much	
working with people............	1	2	3	11 ( )
working with machines..........	1	2	3	12 ( )
working with skill tools.......	1	2	3	13 ( )
working with plants............	1	2	3	14 ( )
working with animals...........	1	2	3	15 ( )

A. Would you prefer to work with a lot of people, a few, or work alone?

work with a lot of people.........1
work with only a few people.......2
work alone........................3 16 ( )

B. Would you prefer to work in an office or shop, or would you prefer to work out of doors?

work in an office or shop.........1
work out of doors.................2
it makes no difference............3 17 ( )

34. Tell us about the type of job you want when you are paroled. Will it be a...

technical job.....................1
skilled job.......................2
semiskilled job...................3
unskilled job.....................4
have plans to do something else...........................5 18 ( )

A. IF PLANS TO DO SOMETHING ELSE:
Please write in your plans..

19 ( )

36. How well do you think you will do in getting this type of job on the outside if you are one of many after the job?

don't expect to get it....................1
quite doubtful that I'll get it...........2
uncertain.................................3
fairly sure will get it...................4
very sure will get it.....................5 20 ( )

21 22 (0) (0)

37. Do each of the following statements describe a person who has been successful in vocational education classes?

	no	maybe	yes	
he puts in the total time needed to complete the vocational class............	1	2	3	23 ( )
he put in enough time to learn the skill...	1	2	3	24 ( )
he got an A in the class....................	1	2	3	25 ( )
he got a B in the class.....................	1	2	3	26 ( )
he got an early parole......................	1	2	3	27 ( )

A. If there are other important ways you would identify success, please write them in.

____

____

____

____ 28 ( )

29-79 (Blank)
80 (4)

(1)(2)(3)(4)(5)

PART V. PERSONAL DATA

NOW SOME QUESTIONS ABOUT YOURSELF

38. What is your age?

under 20	1
20 - 29	2
30 - 39	3
40 - 49	4
50 - 59	5
60 or over	6

(6)

39. What is the highest grade you completed in school?
Please circle the number that best describes your education.

	Grade Completed
no formal schooling	0
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	11
high school diploma	12
1 year above high school	13
2 years above high school	14
3 years above high school	15
4 years above high school college degree	16
more than 4 years above high school	17

(7)(8)

A. IF YOU CIRCLED 13, 14, or 15:
Where did you get this schooling?

two-year or community college	1
four-year college or university	2
military technical training	3
trade or vocational school	4
other place	5

(9)

IF YOU CIRCLED NO. 5, "OTHER PLACE" PLEASE WRITE IN WHERE

____

____

____

40. Are you

white/caucasian.................1
black/negro/Afro-American......2
Spanish-American/Chicano/
Mexican-American.............3
other...........................4 10 ( )

IF YOU CIRCLED NO. 4, "OTHER" PLEASE WRITE IN

____

____

41. What is your current marital status on the outside?

married (including common-law)..1
single, never married...........2
widowed.........................3
divorced........................4
separated.......................5 11 ( )

A. IF PRESENTLY MARRIED:
How long have you been married?

less than one year..............1
1 - 5 years.....................2
6 - 10 years....................3
11 - 15 years...................4
16 - 20 years...................5
21 - 25 years...................6
over 25 years...................7 12 ( )

B. IF PRESENTLY MARRIED:
Which of the following best describes
your married life?

very unhappy....................1
unhappy.........................2
uncertain.......................3
happy...........................4
very happy......................5 13 ( )

42. How many children go by your name?.............................__________ 14 15 ( )( )

43. How would you describe your personal health?

very poor.......................1
poor............................2
uncertain.......................3
good............................4
very good.......................5 16 ( )

44. What is the longest time (in years) you worked on a full-time job?..______ 17 ( ) 18 ( )

A. What did you do?

____

____ 19 ( )

45. About how many years all together were you working at legal jobs on the outside?..______ 20 ( ) 21 ( )

46. About how many years all together were you looking for work on the outside?..______ 22 ( ) 23 ( )

47. IF EVER WORKED FULL TIME:
What was your income per week the last year you worked full time?

Please circle the number that represents the figures that are closest to the amount.

less than $50..............1
$50 - $65..................2
$66 - $80..................3
$81 - $100.................4
$101 - $125................5
$126 - $145................6
$146 - $165................7
$166 - $185................8
$186 - $205................9
$206 - $230................10
$231 - $250................11
$251 - $310................12
$311 - $410................13
$411 - $500................14
$500 or over...............15 24 ( ) 25 ( )

48. What were you doing at the time just prior to your being put in prison this last time?

Please circle the number that best describes the thing that was taking up most of your time.

unemployed..........................1
student.............................2
working
  in a professional job such as an engineer................3
  in a technical job such as a dental technician............4
  in a skilled trade such as a machinist....................5
  in a semi-skilled job such as a farmhand..................6
other...............................7 (26)
  PLEASE WRITE IN

____

____

49. How many times have you done time in prison? __________ (27)

50. How long have you been in this time? _________years _________months (28)(29)

51. What is the minimum time given for your sentence?

_________years _________months (30)(31)

52. Have you ever taken vocational education classes on the outside?

no...........1
yes..........2 (32)

A. IF YES:
What classes did you take?

PLEASE WRITE IN____

____

____ (33)

(1) How much did you like these classes?

not at all................1
somewhat..................2
very much.................3 (34)

53. If there is any other information you would like to give us about vocational education classes and training, perhaps something we left out, please write it in here. 35 ( )

LET US REMIND YOU THAT THIS INSTITUTION IS ONLY ONE OF SEVERAL FROM WHICH INFORMATION WE NEED IS BEING OBTAINED.

WOULD YOU BE WILLING TO BE INTERVIEWED AT A LATER TIME ABOUT VOCATIONAL EDUCATION? IF YES, PLEASE PRINT YOUR NAME HERE:

____

REMEMBER THAT YOUR ANSWERS TO THE QUESTIONS WILL BE HELD IN STRICT CONFIDENCE AND WILL BE SEEN ONLY BY THE UCLA RESEARCH TEAM.

PLEASE ACCEPT OUR THANKS FOR YOUR PART IN THIS MOST IMPORTANT STUDY

Ralph Bregman

RALPH BREGMAN
UCLA PROJECT MANAGER

APPENDIX - B

WHITE QUESTIONNAIRE - Parolee

GREEN QUESTIONNAIRE - Employer - Parole Officer

FIRST WE HAVE A FEW QUESTIONS THAT WE NEED YOU TO WRITE IN THE ANSWERS FOR US. PLEASE ANSWER EACH AND EVERY QUESTION AS CLEARLY AS POSSIBLE.

1. What is the name of the California Prison you were last in?

____ ( )

2. What vocational education course(s) or program(s) did you take there?

____ ( )

____ ( )

A. How many hours of training did you have in that (those) course(s) of training?

(1)________________hours ( )

(2)________________hours ( )

3. Where are you employed at this time? PLEASE GIVE US THE NAME OF THE FIRM AND THE ADDRESS.

NAME OF FIRM: _______________________________________ ( )

ADDRESS: _______________________________________

____

4. How long have you had this job? ____________ years ( )

if less than a year ____________ months ( )

5. What is your job title on this job? ______________________________ ( )

6. Please describe in as much detail as possible what you do on this job

____

____

____

____

____ ( )

NOW PLEASE MOVE INTO THE NEXT SECTION ON "GETTING A JOB."

GETTING A JOB

WE ARE INTERESTED IN THINGS THAT MAY HAVE PLAYED A PART IN YOUR GETTING A JOB ONCE YOU WERE OUT ON PAROLE.

BELOW WE HAVE LISTED A SERIES OF ITEMS THAT MAY HAVE HELPED WITH YOUR JOB SEARCH OR MAY HAVE HINDERED OR INTERFERED WITH YOUR JOB SEARCH. PLEASE LOOK AT THIS LIST AND CIRCLE THE NUMBER THAT BEST REPRESENTS HOW EACH ITEM AFFECTED YOUR JOB SEARCH - EITHER HELPED VERY MUCH (3), HELPED SOMEWHAT (2), HELPED A LITTLE (1), NEITHER HELPED NOR HINDERED (0), HINDERED A LITTLE (-1), HINDERED SOMEWHAT (-2), HINDERED VERY MUCH (-3).

	Helped			Neither helped nor hindered	Hindered			
FOR EXAMPLE:	Very much	Somewhat	A little		A little	Somewhat	Very much	
1. My health....................	3	2	1	0	-1	-2	-3	( )

IF YOUR HEALTH DID HELP YOU VERY MUCH, YOU WOULD CIRCLE 3.

IF YOUR HEALTH HINDERED YOU VERY MUCH, YOU WOULD CIRCLE -3.

IF YOUR HEALTH DIDN'T FIGURE IN ANY WAY IN YOUR GETTING A JOB, YOU WOULD CIRCLE 0.

WHERE YOU DO NOT HAVE AN OPINION, CIRCLE THE 0.

AS YOU CONSIDER THE ITEMS BELOW, REMEMBER TO KEEP IN MIND THE VOCATIONAL TRAINING THAT YOU RECEIVED IN PRISON. READ EACH ITEM CAREFULLY AND MARK EACH AND EVERY ITEM, AND WHEN YOU CAN, RELATE YOUR ANSWERS TO THE VOCATIONAL TRAINING YOU RECEIVED IN PRISON.

GETTING A JOB

	Helped			Neither helped nor hindered	Hindered			
	Very much	Some-what	A little		A little	Some-what	Very much	
1. My health--how much did it help or hinder me, or did it matter..................	3	2	1	0	-1	-2	-3	( )
2. Having only one vocational skill--how much did it help or hinder me in getting a job, or did it matter.......	3	2	1	0	-1	-2	-3	( )
3. Parole officers--how much did they help or hinder me in getting a job.........	3	2	1	0	-1	-2	-3	( )
4. The counselor inside--how much did he help or hinder me in getting a job.........	3	2	1	0	-1	-2	-3	( )

NOW CONTINUE WITH THE LIST CIRCLING THE NUMBER THAT SHOWS IF AN ITEM HELPED OR HINDERED YOU IN GETTING A JOB AND HOW MUCH IT DID.

	Helped			Neither helped nor hindered	Hindered			
	Very much	Some-what	A little		A little	Some-what	Very much	
5. Time enough to get a job prior to release............	3	2	1	0	-1	-2	-3	( )
6. My knowledge about where to look for a job.............	3	2	1	0	-1	-2	-3	( )
7. My vocational training taken in prison.............	3	2	1	0	-1	-2	-3	( )
8. Having to compete with others for a job............	3	2	1	0	-1	-2	-3	( )
9. Financial help between release from prison and first job..................	3	2	1	0	-1	-2	-3	( )
10. Being responsible for a family......................	3	2	1	0	-1	-2	-3	( )
11. Telling about prison record on job application forms....	3	2	1	0	-1	-2	-3	( )
12. Use of alcohol..............	3	2	1	0	-1	-2	-3	( )

Please continue with these items on GETTING A JOB:

	Helped			Neither	Hindered			
	Very much	Some-what	A little	helped nor hindered	A little	Some-what	Very much	
13. Use of drugs--how much did it help or hinder me, or did it matter........	3	2	1	0	-1	-2	-3	( )
14. My race--how much did it help or hinder me in getting a job...............	3	2	1	0	-1	-2	-3	( )
15. My religion--how much did it help or hinder me in getting a job...............	3	2	1	0	-1	-2	-3	( )
16. My housing..................	3	2	1	0	-1	-2	-3	( )
17. My transportation...........	3	2	1	0	-1	-2	-3	( )
18. Time between finishing vocational training and when I was paroled..........	3	2	1	0	-1	-2	-3	( )
19. My history of work..........	3	2	1	0	-1	-2	-3	( )
20. My past education...........	3	2	1	0	-1	-2	-3	( )
21. Persons assigned to help me get a job................	3	2	1	0	-1	-2	-3	( )
22. Religious organizations.....	3	2	1	0	-1	-2	-3	( )
23. Self-help groups............	3	2	1	0	-1	-2	-3	( )
24. Community service organizations (such as, Kiwanis, Junior Chamber of Commerce, Rotary, etc.)................	3	2	1	0	-1	-2	-3	( )
25. Government agencies (such as, EDD, DVR)................	3	2	1	0	-1	-2	-3	( )
26. My attitude towards work as a result of my prison vocational training.........	3	2	1	0	-1	-2	-3	( )
27. My attitude towards work as a result of high unemployment in my neighborhood.....	3	2	1	0	-1	-2	-3	( )

Please continue with these
items on GETTING A JOB:

	Helped			Neither helped nor hindered	Hindered			
	Very much	Some-what	A little		A little	Some-what	Very much	
28. Telling a possible employer that my skill was learned in prison--how much did it help or hinder me, or did it matter...................	3	2	1	0	-1	-2	-3	( )
29. Additional vocational training after prison--how much did it help or hinder me in getting a job, or did it matter.......	3	2	1	0	-1	-2	-3	( )
30. The way my neighbors who hold full time jobs (legal) live--how much did it help or hinder me in getting a job, or did it matter.......	3	2	1	0	-1	-2	-3	( )
31. Having to satisfy parole requirements................	3	2	1	0	-1	-2	-3	( )
32. State licensing laws that restrict certain types of employment..................	3	2	1	0	-1	-2	-3	( )
33. Community support services in overcoming the ex-criminal label..............	3	2	1	0	-1	-2	-3	( )
34. My parol officer expects more of me than my community, this........................	3	2	1	0	-1	-2	-3	( )
35. The community where I live..	3	2	1	0	-1	-2	-3	( )

KEEPING A JOB

NOW WE ARE GOING TO CHANGE OUR QUESTIONS TO ASK YOU ABOUT THE PERIOD AFTER YOU GOT YOUR JOB AND THE THINGS THAT INFLUENCED YOU IN YOUR CHANCES FOR KEEPING THE JOB. WE WILL BE USING THE SAME TYPE OF NUMBER SYSTEM SO THAT A 3 STILL MEANS THAT AN ITEM HELPED YOU VERY MUCH TO KEEP THE JOB, AND A -3 MEANS THAT THIS ITEM HINDERED YOU VERY MUCH IN KEEPING THE JOB. PLEASE CONTINUE ITEM BY ITEM AND CIRCLE THE NUMBER THAT BEST REPRESENTS HOW EACH ITEM INFLUENCED YOUR CHANCES FOR KEEPING YOUR JOB.

	Helped			Neither helped nor hindered	Hindered			
	Very much	Some-what	A little		A little	Some-what	Very much	
1. My training taken in prison--how much did it help or hinder me in keeping a job...............	3	2	1	0	-1	-2	-3	( )
2. Time needed to adjust to civilian life--how much did it help or hinder me in keeping a job...............	3	2	1	0	-1	-2	-3	( )

NOW REMEMBER TO THINK THE WORDS "IN KEEPING A JOB" AS YOU ANSWER THE REST OF THE QUESTIONS.

	Helped			Neither helped nor hindered	Hindered			
	Very much	Some-what	A little		A little	Some-what	Very much	
3. My ability to work with others......................	3	2	1	0	-1	-2	-3	( )
4. My ability to work in a team........................	3	2	1	0	-1	-2	-3	( )
5. The employer's way of dealing with my personal problems....................	3	2	1	0	-1	-2	-3	( )
6. My race.....................	3	2	1	0	-1	-2	-3	( )
7. My religion.................	3	2	1	0	-1	-2	-3	( )
8. My health...................	3	2	1	0	-1	-2	-3	( )
9. Use of alcohol..............	3	2	1	0	-1	-2	-3	( )
10. Use of drugs................	3	2	1	0	-1	-2	-3	( )

Please continue with these items on KEEPING A JOB:

	Helped			Neither helped nor hindered	Hindered			
	Very much	Some-what	A little		A little	Some-what	Very much	
11. Time off to care for personal problems--how much did it help or hinder me, or did it matter............	3	2	1	0	-1	-2	-3	( )
12. Parole officers--how much did they help or hinder me in keeping a job.............	3	2	1	0	-1	-2	-3	( )
13. Evaluation of my job performance by employer...........	3	2	1	0	-1	-2	-3	( )
14. Evaluation of my job performance by supervisor.........	3	2	1	0	-1	-2	-3	( )
15. Evaluation of my job performance by fellow workers.....	3	2	1	0	-1	-2	-3	( )
16. On the job training.........	3	2	1	0	-1	-2	-3	( )
17. Self-help groups............	3	2	1	0	-1	-2	-3	( )
18. Religious organizations.....	3	2	1	0	-1	-2	-3	( )
19. Service organizations (such as, Kiwanis, Junior Chamber of Commerce, Rotary, etc.)..	3	2	1	0	-1	-2	-3	( )
20. Government agencies (such as, EDD, DVR)...............	3	2	1	0	-1	-2	-3	( )
21. My knowledge of on-the-job rules of etiquette (behavior expected of employees)......	3	2	1	0	-1	-2	-3	( )
22. The way employer and/or supervisor treated me.......	3	2	1	0	-1	-2	-3	( )
23. Opportunities for more money and/or advancement for work well done...................	3	2	1	0	-1	-2	-3	( )
24. My attitude towards work as a result of high unemployment in my neighborhood.....	3	2	1	0	-1	-2	-3	( )

Please continue with these items on
KEEPING A JOB:

	Helped			Neither helped nor hindered	Hindered			
	Very much	Somewhat	A little		A little	Somewhat	Very much	
25. The way my neighbors who hold full time jobs (legal) live--how much did it help or hinder me, or did it matter......................	3	2	1	0	-1	-2	-3	( )
26. The community where I live--how much does it help or hinder me in keeping a job, or does it matter......	3	2	1	0	-1	-2	-3	( )

A. **OTHER COMMENTS:** Please write in here any additional comments you wish to make about GETTING and/or KEEPING A JOB or any other related subject.

COMMENTS CONTINUED:

B. GIVEN THE EXPERIENCE YOU NOW HAVE, YOU MIGHT BE ABLE TO HELP US UNDERSTAND WHAT CHANGES SHOULD TAKE PLACE IN THE PRISON VOCATIONAL TRAINING CLASSES TO MAKE THEM MORE WORTHWHILE. HOW WOULD YOU CHANGE SUCH THINGS AS TEACHERS, WAYS OF TEACHING, SUBJECTS TAUGHT, EQUIPMENT, FACILITIES (CLASSROOMS, SHOPS), SPECIAL TRAINING AND ANY OTHER THINGS THAT COME TO YOUR MIND? PLEASE GIVE US IN YOUR OWN WORDS HOW YOU THINK THESE CLASSES COULD BE IMPROVED ...

Will you please give us your name and address so that we may contact you if we need additional information.

NAME: ______________________________

ADDRESS: ______________________________

____

THANK YOU FOR YOUR COOPERATION,

Ralph

Ralph Bregman
UCLA Project Director

NAME: ____________________

ADDRESS: ____________________

____

PHONE NUMBER: ____________________

PAROLEES GETTING A JOB

WE ARE INTERESTED IN THINGS THAT MAY HAVE PLAYED A PART IN PAROLEES GETTING A JOB ONCE THEY WERE OUT ON PAROLE.

BELOW WE HAVE LISTED A SERIES OF ITEMS THAT MAY HAVE HELPED PAROLEES IN JOB SEARCH OR MAY HAVE HINDERED OR INTERFERED WITH THE JOB SEARCH. PLEASE LOOK AT THIS LIST AND CIRCLE THE NUMBER THAT BEST REPRESENTS HOW YOU THINK EACH ITEM AFFECTED THEIR JOB SEARCH - EITHER HELPED VERY MUCH (3), HELPED SOMEWHAT (2), HELPED A LITTLE (1), NEITHER HELPED NOR HINDERED (0), HINDERED A LITTLE (-1), HINDERED SOMEWHAT (-2), HINDERED VERY MUCH (-3).

	Helped			Neither helped nor hindered	Hindered			
FOR EXAMPLE:	Very much	Some-what	A little		A little	Some-what	Very much	
1. Parolees' health.............	3	2	1	0	-1	-2	-3	( )

In general,

IF THEIR HEALTH DID HELP THEM VERY MUCH, YOU WOULD CIRCLE 3.

IF THEIR HEALTH HINDERED THEM VERY MUCH, YOU WOULD CIRCLE -3.

IF THEIR HEALTH DIDN'T FIGURE IN ANY WAY IN THEIR GETTING A JOB, YOU WOULD CIRCLE 0.

WHERE YOU DO NOT HAVE AN OPINION, CIRCLE THE 0.

AS YOU CONSIDER THE ITEMS BELOW, REMEMBER TO KEEP IN MIND THE VOCATIONAL TRAINING THAT YOU FEEL PAROLEES RECEIVED IN PRISON. YOU WILL NOTICE THAT THE SINGULAR FORM OF PAROLEE HAS BEEN USED BUT PLEASE CONTINUE TO THINK IN TERMS OF PAROLEES IN GENERAL WHEN ANSWERING.

PAROLEES GETTING A JOB

	Helped			Neither helped nor hindered	Hindered			
	Very much	Some-what	A little		A little	Some-what	Very much	
1. Parolee's health--how much did it help or hinder him in getting a job............	3	2	1	0	-1	-2	-3	( )
2. Having only one vocational skill--how much did it help or hinder parolee in getting a job, or did it matter.....	3	2	1	0	-1	-2	-3	( )
3. Parole officers--how much did they help or hinder parolee in getting a job, or did they matter...........	3	2	1	0	-1	-2	-3	( )
4. The counselor inside--how much did he help or hinder parolee in getting a job....	3	2	1	0	-1	-2	-3	( )

NOW CONTINUE WITH THE LIST CIRCLING THE NUMBER THAT SHOWS IF AN ITEM HELPED OR HINDERED PAROLEES GETTING A JOB AND HOW MUCH IT DID	Helped			Neither helped nor hindered	Hindered			
	Very much	Some-what	A little		A little	Some-what	Very much	
5. Time enough to get a job prior to release............	3	2	1	0	-1	-2	-3	( )
6. Parolee's knowledge about where to look for a job.....	3	2	1	0	-1	-2	-3	( )
7. Parolee's vocational training taken in prison.........	3	2	1	0	-1	-2	-3	( )
8. Having to compete with others for a job............	3	2	1	0	-1	-2	-3	( )
9. Financial help between release from prison and first job....................	3	2	1	0	-1	-2	-3	( )
10. Being responsible for a family......................	3	2	1	0	-1	-2	-3	( )
11. Telling about prison record on job application forms....	3	2	1	0	-1	-2	-3	( )

Please continue with these items on PAROLEES GETTING A JOB:

	Helped			Neither helped nor hindered	Hindered			
	Very much	Some-what	A little		A little	Some-what	Very much	
12. Use of alcohol--how much did it help or hinder parolee, or did it matter...	3	2	1	0	-1	-2	-3	( )
13. Use of drugs--how much did it help or hinder parolee in getting a job............	3	2	1	0	-1	-2	-3	( )
14. Parolee's race--how much did it help or hinder him in getting a job............	3	2	1	0	-1	-2	-3	( )
15. Parolee's religion..........	3	2	1	0	-1	-2	-3	( )
16. Parolee's housing...........	3	2	1	0	-1	-2	-3	( )
17. Parolee's transportation....	3	2	1	0	-1	-2	-3	( )
18. Time between finishing vocational training and when parolee was paroled....	3	2	1	0	-1	-2	-3	( )
19. Parolee's history of work...	3	2	1	0	-1	-2	-3	( )
20. Parolee's past education....	3	2	1	0	-1	-2	-3	( )
21. Persons assigned to help parolee get a job...........	3	2	1	0	-1	-2	-3	( )
22. Religious organizations.....	3	2	1	0	-1	-2	-3	( )
23. Self-help groups............	3	2	1	0	-1	-2	-3	( )
24. Community service organizations (such as, Kiwanis, Junior Chamber of Commerce, Rotary, etc.)...............	3	2	1	0	-1	-2	-3	( )
25. Government agencies (such as, EDD, DVR)...............	3	2	1	0	-1	-2	-3	( )
26. Parolee's attitude towards work as a result of his prison vocational training..	3	2	1	0	-1	-2	-3	( )

Please continue with these items
on PAROLEES GETTING A JOB:

	Helped			Neither	Hindered			
	Very much	Some-what	A little	helped nor hindered	A little	Some-what	Very much	
27. Parolee's attitude towards work as a result of high unemployment in his neighborhood--how much did it help or hinder him, or did it matter..................	3	2	1	0	-1	-2	-3	( )
28. Telling a possible employer that parolee's skill was learned in prison--how much did it help or hinder him in getting a job............	3	2	1	0	-1	-2	-3	( )
29. Additional vocational training after prison............	3	2	1	0	-1	-2	-3	( )
30. The way parolee views neighbors who hold full time jobs (legal) live...........	3	2	1	0	-1	-2	-3	( )
31. Having to satisfy parole requirements................	3	2	1	0	-1	-2	-3	( )
32. State licensing laws that restrict certain types of employment..................	3	2	1	0	-1	-2	-3	( )
33. Community support services in overcoming the ex-criminal label.......................	3	2	1	0	-1	-2	-3	( )
34. The parole officer expects more of parolee than his community, this.............	3	2	1	0	-1	-2	-3	( )
35. The community where parolee lives.......................	3	2	1	0	-1	-2	-3	( )

PAROLEES KEEPING A JOB

NOW WE ARE GOING TO CHANGE OUR QUESTIONS TO ASK YOU ABOUT THE PERIOD AFTER PAROLEES GET A JOB AND THE THINGS THAT INFLUENCED PAROLEES IN THEIR CHANCES FOR KEEPING THE JOB. WE WILL BE USING THE SAME TYPE OF NUMBER SYSTEM SO THAT A 3 STILL MEANS THAT AN ITEM HELPED PAROLEES VERY MUCH TO KEEP THE JOB, AND A -3 MEANS THAT THIS ITEM HINDERED PAROLEES VERY MUCH IN KEEPING THE JOB. PLEASE CONTINUE ITEM BY ITEM AND CIRCLE THE NUMBER THAT BEST REPRESENTS HOW EACH ITEM INFLUENCED PAROLEES' CHANCES FOR KEEPING A JOB.

	Helped			Neither helped nor hindered	Hindered			
	Very much	Somewhat	A little		A little	Somewhat	Very much	
1. Parolee's training taken in prison--how much did it help or hinder him in keeping a job...............	3	2	1	0	-1	-2	-3	( )
2. Time needed to adjust to civilian life--how much did it help or hinder parolee in keeping a job....	3	2	1	0	-1	-2	-3	( )

NOW REMEMBER TO THINK THE WORDS "PAROLEES IN KEEPING A JOB" AS YOU ANSWER THE REST OF THE QUESTIONS.

	Helped			Neither helped nor hindered	Hindered			
	Very much	Somewhat	A little		A little	Somewhat	Very much	
3. Parolee's ability to work with others.................	3	2	1	0	-1	-2	-3	( )
4. Parolee's ability to work in a team...................	3	2	1	0	-1	-2	-3	( )
5. The employer's way of dealing with parolee's personal problems....................	3	2	1	0	-1	-2	-3	( )
6. Parolee's race..............	3	2	1	0	-1	-2	-3	( )
7. Parolee's religion..........	3	2	1	0	-1	-2	-3	( )
8. Parolee's health............	3	2	1	0	-1	-2	-3	( )
9. Use of alcohol..............	3	2	1	0	-1	-2	-3	( )

Please continue with these items
on PAROLEES KEEPING A JOB:

	Helped			Neither helped nor hindered	Hindered			
	Very much	Somewhat	A little		A little	Somewhat	Very much	
10. Use of drugs--how much did it help or hinder parolee, or did it matter............	3	2	1	0	-1	-2	-3	( )
11. Time off to care for personal problems--how much did it help or hinder parolee in keeping a job............	3	2	1	0	-1	-2	-3	( )
12. Parole officers.............	3	2	1	0	-1	-2	-3	( )
13. Evaluation of parolee's job performance by employer.....	3	2	1	0	-1	-2	-3	( )
14. Evaluation of parolee's job performance by supervisor...	3	2	1	0	-1	-2	-3	( )
15. Evaluation of parolee's job performance by fellow workers.....................	3	2	1	0	-1	-2	-3	( )
16. On the job training.........	3	2	1	0	-1	-2	-3	( )
17. Self-help groups............	3	2	1	0	-1	-2	-3	( )
18. Religious organizations.....	3	2	1	0	-1	-2	-3	( )
19. Service organizations (such as, Kiwanis, Junior Chamber of Commerce, Rotary, etc.)..	3	2	1	0	-1	-2	-3	( )
20. Government agencies (such as, EDD, DVR).............	3	2	1	0	-1	-2	-3	( )
21. Parolee's knowledge of on-the-job rules of etiquette (behavior expected of employees)..................	3	2	1	0	-1	-2	-3	( )
22. The way employer and/or supervisor treated parolee..	3	2	1	0	-1	-2	-3	( )
23. Opportunities for more money and/or advancement for work well done....................	3	2	1	0	-1	-2	-3	( )

Please continue with these items on PAROLEES KEEPING A JOB:

	Helped			Neither	Hindered			
	Very much	Some-what	A little	helped nor hindered	A little	Some-what	Very much	
24. Parolee's attitude towards work as a result of high unemployment in his neighborhood--how much did it help or hinder him, or did it matter..................	3	2	1	0	-1	-2	-3	( )
25. The way parolee's neighbors who hold full time jobs (legal) live--how much did it help or hinder him in keeping a job...............	3	2	1	0	-1	-2	-3	( )
26. The community where parolee lives.......................	3	2	1	0	-1	-2	-3	( )

A. OTHER COMMENTS: Please write in here any additional comments you wish to make about PAROLEES GETTING and/or KEEPING A JOB or any other related subject.

COMMENTS CONTINUED:

B. GIVEN THE EXPERIENCE YOU NOW HAVE, YOU MIGHT BE ABLE TO HELP US UNDERSTAND WHAT CHANGES SHOULD TAKE PLACE IN THE PRISON VOCATIONAL TRAINING CLASSES TO MAKE THEM MORE WORTHWHILE. HOW WOULD YOU CHANGE SUCH THINGS AS TEACHERS, WAYS OF TEACHING, SUBJECTS TAUGHT, EQUIPMENT, FACILITIES (CLASSROOMS, SHOPS), SPECIAL TRAINING AND ANY OTHER THINGS THAT COME TO YOUR MIND? PLEASE GIVE US IN YOUR OWN WORDS HOW YOU THINK THESE CLASSES COULD BE IMPROVED . . .

THANK YOU FOR YOUR COOPERATION,

Ralph Bregman
UCLA Project Director

APPENDIX - C

INVENTORY - Program Planning Activities

11-1-74

PART I

Vocational Activities Inventory

We are interested in understanding your planning efforts for vocational education programs. By providing us with this information, you will help us to better understand the total framework within which programs are offered. We are NOT attempting to evaluate the quality of your program.

At least one instructor from randomly selected vocational courses from all institutions are being asked to complete this instrument. He may choose to complete it in consultation with other instructors who teach the same course and/or administrators who might have additional information.

The information gathered from each instructor will be combined to represent a composite picture of program planning for the administration and the operation within a particular institution. No individuals will be identified.

Thank you,

RALPH BREGMAN
Project Director

PART I

Vocational Activities Inventory
by Important Others

Name of Institution ____
(Print)

Name of Instructor ____
(Print)

Name of Vocational Course ____
(Print)

Date course was started (approximate) ____________________________
Month Year

Number of Instructors presently assigned to this course ______________

Number of other support staff presently assigned to this course______

Instructions: Please provide the information requested by filling in the appropriate blank and by furnishing the applicable materials requested.

1. Was there a Population Need Analysis of inmates conducted during the last three years of this vocational course?

(Check One)

_____ Yes _____ No

A. If yes, please attach and date analysis materials under Exhibit A.

2. Did the staff conduct a Job Market Analysis for this vocational course during the last three years?

_____ Yes _____ No _____ Partial

A. If yes, please attach and date job market analysis materials under Exhibit B.

B. If partially conducted, please explain.

3. Was a Job Performance Analysis conducted during the past three years of the occupations in which inmates received instruction in this vocational course?

(Check One)

____ Yes ____ No

A. If yes, please attach and date analysis materials under Exhibit C.

4. Was an opportunity afforded prospective student inmates to orient and acquaint themselves with your course offerings prior to their enrollment in this vocational class.

____ Yes ____ No

A. Attach any materials disseminated to inmates as part of an orientation package under Exhibit D.

5. Are there procedures set up for Recruitment of these prospective students?

____ Yes ____ No

A. If yes, please briefly describe recruitment procedures.

6. Have adequate vocational Guidance and Counseling services been made available to all inmates?

(Check One)

____ Yes ____ No

A. Do the counselors have an adequate knowledge of your course so that they can assist inmates in course selection?

____ Yes ____ No

B. Attach any materials made available to inmates as part of the counseling and guidance services under Exhibit E.

7. Are there sufficient Resources and/or Services available which enable you to carry on your course?

____ Yes ____ No

A. If no, what specific plans have been made to change this situation?

B. List needed resources and/or services under Exhibit F.

8. Were plans made for student Placement and Follow-up after inmate release? ____ Yes ____ No

A. Provide documentation of such placement and follow-up plans under Exhibit G.

B. Were the plans put into operation? ____ Yes ____ No

C. If no, please explain.

9. Have plans been made to see to it that the vocational instruction also takes into account the continued building of basic skills, social skills, and the knowledge and understanding of the theoretical foundations within the occupation for which the inmate will seek employment? ____ Yes ____ No

A. At what levels (check all those that apply) does the instruction take place for your course?

(1) Job Entry __________

(2) Upgrading __________

(3) Advancement __________

(4) Other __________ please specify

B. If yes to 9, please provide under Exhibit H, curriculum materials that show performance objectives for developing basic skills, citizenship skills, social skills, technical understandings of the occupation and job skill building for 9A (1), (2), (3), or (4).

10. Were Curriculum changes and program plans made which were based on the population needs and/or job performance analysis or other information?

_____ Yes _____ No

A. Please provide documentation of curriculum changes and/or program plans under Exhibit H.

B. When last was the curriculum revised? ______________________
number of years back from date of this inventory

C. Was a trade advisory committee used to help plan or revise the curriculum for this vocational course in the past three years?

_____ Yes _____ No

(1) If yes to 10C, please attach advisory committee materials regarding the curriculum for this course also under Exhibit H.

11. Were plans made and later implemented for Evaluation of the total planning process for this course?

____ Yes ____ No

A. If yes, please attach documentation of such evaluation under Exhibit I.

B. Date of latest evaluation ____________

C. Describe briefly changes made in planning as a result of evaluation recommendations.

Check List for Exhibits

Exhibit	Attached	Not Attached
1. A. (Population Need)	______	______
2. B. (Job Market)	______	______
3. C. (Job Performance)	______	______
4. D. (Promotion)	______	______
5. (Recruitment)	not requested-----------------	
6. E. (Guidance, Counseling)	______	______
7. F. (Resources, Services)	______	______
8. G. (Placement, Follow-up)	______	______
9. (Vocational Instruction)	not requested-----------------	
0. H. (Curriculum Review)	______	______
1. I. (Evaluation)	______	______

DESCRIPTIONS OF PLANNING FUNCTIONS

A. Population Need

This function is primarily concerned with establishing and maintaining an information file which describes the population being served. To meet the objectives of the function, the information file should contain such data elements as are required to establish the relative vocational education needs of the target population.

B. Job Market

The job market information function is the counterpart to the population needs functions insofar as it is essentially concerned with the demand side of the labor demand/supply curves. The function is primarily concerned with developing and maintaining a file of information on existing and new and emerging occupations which (1) fall within the occupational categories served by vocational education; and (2) have current or anticipated excess demands.

C. Job Performance Requirements

This function represents the task of establishing job specifications for the vocational instruction program. These specifications include the identification of the skills and knowledges required to achieve the occupational or other objectives of instruction.

The development of the specifications should probably involve the use of the task analysis technique using data supplied by individuals having skills in the substantive knowledge of the occupation or the occupational skills included in the instruction and/or requirements of licensure when appropriate. Representative vocational education advisory committees are required and will be of great importance in establishing the true requirements for entry level and progression in the vocational field.

D. Vocational Education Promotion (Orientation)

The purpose of this function is to plan and execute those activities necessary to inform the population of the strengths and merits of vocational education. The promotion of vocational education should take into consideration what population groups are most critical to the primary objectives and desired results.

E. Guidance and Counseling

The guidance and counseling function consists of those activities necessary to provide individuals with sufficient information to allow them to make meaningful and informed occupational choices. The "information" is meant to include data relating to the availability, characteristics, and recruitment of jobs for which training is, or will be, available, as well as the individuals' vocational interests and capabilities. In this sense, then, the function is also concerned with continual individual assessment.

F. Curriculum Resources and Services

The purpose of this function is to obtain the resources necessary to improve existing and/or develop new vocational education programs. Such resources include materials (textbooks, worksheets, standard tests, and so forth), equipment (lathes, keypunch machines, drill presses, and so forth), physical plant, and trained instructors. In addition, the function is concerned with the development of ancillary services such as audiovisual equipment, library services, inservice instructor training programs, and preservice and inservice training for specialized supportive and supervisory personnel.

G. Placement

The objective of this function is to provide individuals with sufficient information to make a meaningful and informed occupational choice and to assist them in finding that employment which best fits their needs and the needs of employers.

H. Curriculum Review

I. Evaluation

Evaluation is the process of determining the degree to which a system is meeting its objectives. The results of evaluation are used as part of the management information system.

Evaluation in vocational education is comprised of two primary elements: (1) end-point (terminal) evaluation; and (2) functional (ongoing) evaluation. End-point evaluation is primarily concerned with how well the system met its overall objectives as determined by follow-up studies of dropouts and graduates.

Functional (ongoing) evaluation is directed at evaluating how well each basic function is meeting its objectives, which are, in essence, subobjectives of the overall system. Functional evaluation should be carried out on a continuous basis, with the results being used for improvements in the system. The performance of the basic evaluation function should be periodic, with the results used to satisfy the reporting requirements. One of the more straightforward methods used in functional evaluation is to ask "what questions would you ask to determine how well a function has been performed?"

- - Recruitment

The student recruitment function is aimed primarily at identifying those who need vocational education and encouraging those so identified to enroll in a program of instruction.

- - Vocational Instruction

Vocational instruction function represents the major activity of the system; that is, providing instructions to individuals for the purpose of preparing them for gainful employment or advanced vocational-technical training. Most of the resources available to the system will be utilized in performing this function.

The success of the program of instruction is highly dependent on a number of other activities which precede it, including analyzing the needs of the population, identifying specifically where job vacancies exist or will exist, developing an effective program plan, developing curricula which are responsive to the true skills and knowledges required to enter and succeed in a vocational field, and assisting students, through exploratory and remedial instruction, to select and succeed in a vocational program.

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